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ABSTRACT

The teacher's guide describes learning activities and teaching methods for the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into eight sections. Section I lists knowledge generalizations and important concepts for each section. The remaining seven sections are entitled ethnicity, migration, acculturation, ethnic enclaves, family, prejudice and discrimination, and power. Topics include values and behavior, celebrations and ceremonies, various ethnic groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities offer suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, a detailed list of needed materials, the estimated teaching time (usually from 1 to 3 class periods), and detailed guidelines for teaching methods and follow-up activities. Student worksheets with answer sheets when applicable are included in each section. Other components of the project are presented in SO 012 414-423. (CK)

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Minneapolis Multi-Ethnic Curriculum Development Teacher's Guide

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Bruce E. Tipple and Pamela Whitehead

1975

SO 012 415

Acculturation

Generalizations:

1. An individual brought up in one culture and then thrust into contact with another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
2. People will attempt to maintain aspects of their way of life in any new situation to which they come. In doing so, they bring about change.
3. Some cultural traits or patterns -- religious beliefs and practices, ethical values, sense of a common past, family relationships -- are more resistant to change than others -- i.e., dress, manner, economic behavior.
4. Social mobility involves the need for learning and adopting values and behavior in accordance with the standards of the class and/or social group into which the person is moving.
5. Educating children of various groups poses serious problems because of differences in language, values, norms, traditions, etc.
6. Assimilation takes place most rapidly where contacts are primary, that is, where they are most intimate and intense, as in the family circle and in small congenial groups. Secondary contacts facilitate acculturation, but do not necessarily lead to assimilation.

Concepts:

Conflict

Socialization

Traditions

Social Mobility

Values

Primary/Secondary Groups

SP 012 415

Enclaves

Generalizations:

1. Modern, complex societies, and large cities contain diverse populations; this diversity is evident in the variety of languages, religions, social structures, and occupational and residential patterns which often follow ethnic divisions.
2. The adjustment of immigrant groups to a new cultural environment may be aided by the re-establishment of parts of their traditional social organization -- i.e., the extended family, local political and religious allegiances.
3. Some immigrant/ethnic groups have strong ties to certain occupations.
4. Concentration of group members in geographic enclaves may be the result of their own choice or of discrimination by other groups.
5. Residential concentration often makes it possible to provide care and support for members of the community who cannot care for themselves -- i.e., the aged, the sick, etc.

Concepts:

Cultural Diversity

Traditions

Settlement Pattern

Prejudice/Discrimination

Values

Family

Generalizations:

1. Families differ in life style and norms; they differ in the ways they live and in the rules their members are expected to live by.
2. Ways of living differ from one society to another and within the same society; family functions may vary somewhat, but families everywhere fulfill a few basic and significant functions. These include:
    a. socializing children;
    b. determining descent, legitimacy, and social responsibility; and
    c. economic, religious, and affectional functions.
3. Each type of family structure imposes a different role relationship and has unique consequences. Roles sometimes conflict.
4. The socialization of children takes place within the family, the peer group, and educational and religious institutions.
5. Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.
6. Changes in the structure and functions of families occur in a number of ways. Often such changes lead to conflicts between generations.

Concepts:

Primary/Secondary Groups

Family

Family Functions

Role/Status

Conflict

Culture Change

Socialization

Values

Norms

Prejudice/Discrimination

Generalizations:

1. Prejudice is comprised of a set of negative attitudes and beliefs which apply to all members of a given group. It is resistant to evidence which tends to contradict such beliefs.
2. Large, powerful groups have attempted to dominate small, weaker groups in order to control the labor, wealth, resources, etc. of those groups.
3. A broad range of discriminatory behaviors may result from prejudiced attitudes and beliefs.
4. Prejudice, in contributing to mass conditions of underprivilege and frustration, contributes to many other social problems; among these may be crime, juvenile delinquency, poor mental and/or physical health.
5. Some members of ethnic/minority groups have exhibited hatred of their own group; they have learned to accept the majority group's perceptions of their own group.
6. The development of group pride, positive identification with one's group, tends to precede or accompany determined efforts to achieve an end to discrimination.

Concepts:

Prejudice/Discrimination

Stereotype

Scapegoat

Values

Primary/Secondary Groups

Self-Concept

Power

Generalizations:

1. Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.
2. Wealth, social status, and prestige are factors which tend to be associated with power. Those who are high in economic power tend to be high in political power and in social status.
3. When people have some common interest or common problem, they frequently band together to pursue their interests or to solve the problem.
4. Within any group the members evaluate group roles differently. Each of the individuals who fill these roles has some position (status) in the group relative to all other members of the group. Every role thus has a status attached to it.
5. Individuals may represent groups of people in decision-making.
6. People try to bring about change through different means -- i.e., establishment of order, inspiration, education, retirement, reflection, worship, force.

Concepts:

Decision-Making

Primary/Secondary Groups

Culture Change

Power

Role/Status

THE MULTI-ETHNIC DATA CARDS

The Multi-Ethnic Data Cards are a set of 23 cards, each containing information about a particular ethnic group. The information consists of dates of interest, people who have made contributions to society as a whole, a list of suggested activities, and a bibliography of books related to the group.

The cards can be used in numerous ways depending upon the teacher's objectives. Students may work independently on the activities with a minimal amount of teacher input. They may also be used in conjunction with the seven teaching units developed by the Minneapolis Multi-Ethnic Curriculum Project. The information may suggest numerous research projects and activities of the teacher's own design.

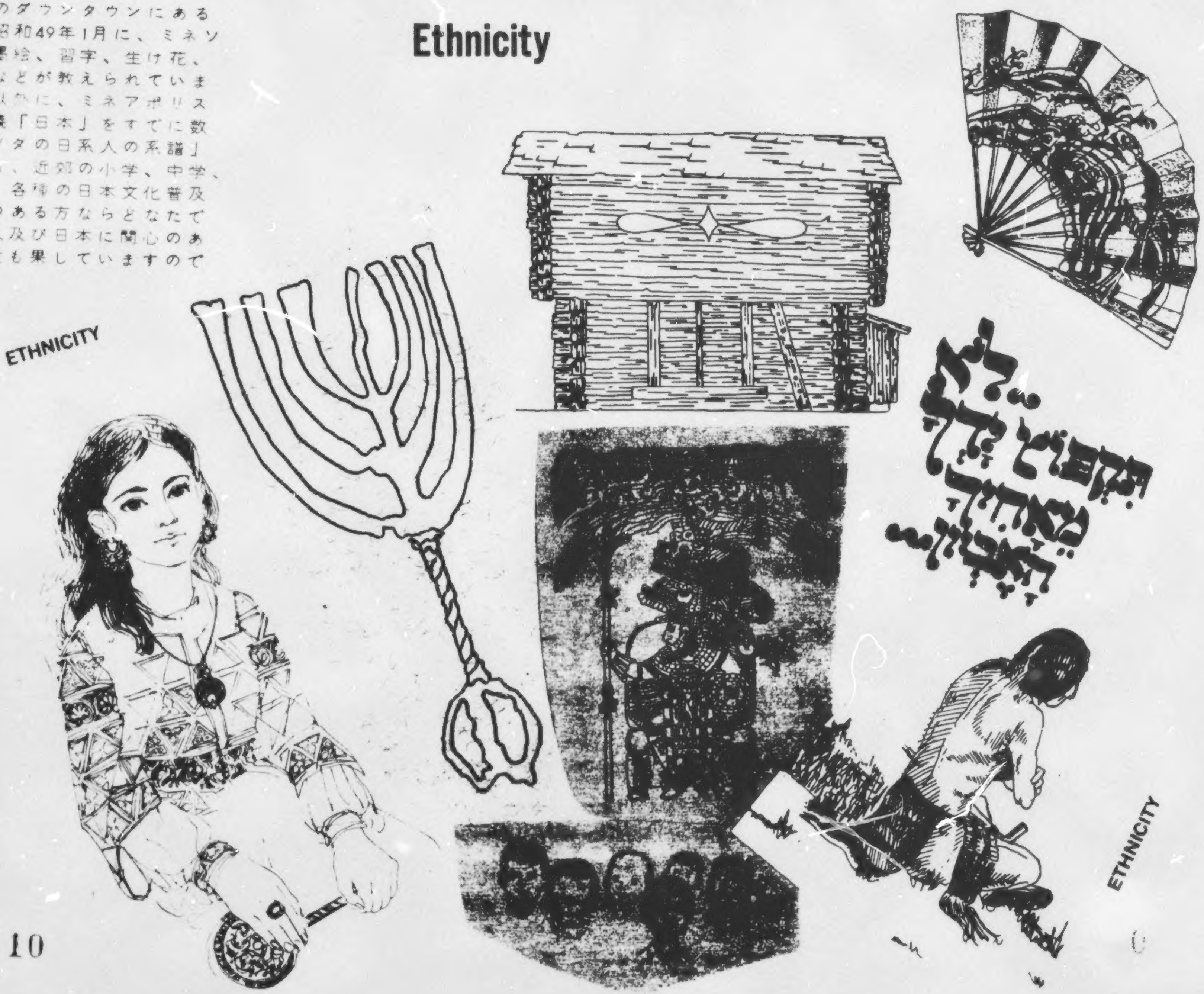
The information is by no means all-inclusive. The chronology of dates does not present the complete history and experiences of the ethnic group. Dates were included because of their significance and sometimes because of the availability of material on the subject. Teachers certainly will add dates where necessary. Students may find, while researching a topic, a conflict in dates or even the spelling of names. This occurs when different sources are used or because of differences in translations. Students should be made aware of this before beginning their projects. The bibliography often contains references to books which are too advanced for intermediate and even some secondary students. They were retained under the assumption that a teacher may adapt some materials to the desired reading level. In some cases, only teacher material is available.

The physical characteristics of the cards were developed with durability and practicality taken into consideration. The information has been limited to one card front and back.

Sources of the information are too numerous to be cited. They are included in the bibliographies on each group. Some sources were utilized more than others and may be helpful to teachers. The Lerner "In America" Series and the Oceana Publications on ethnic groups provide concise surveys for many different ethnic groups.

のダウンタウンにある
昭和49年1月に、ミネソ
墨絵、習字、生け花、
などが教えられていま
以外に、ミネアポリス
義「日本」をすでに数
ンタの日系人の系譜」
も、近郊の小学、中学、
、各種の日本文化普及
のある方ならどなたで
人及び日本に関心のあ
役も果していますので

Ethnicity


ETHNICITY
לא
תקפוץ ידך
מאחיך
האביון
ETHNICITY

Activity 1: Ethnic Arts and Crafts

Introduction: This brief slide activity is designed to encourage students to consider the many different ethnic groups that are part of American society. The students view slides showing arts, crafts, and clothing from different ethnic groups and asked to identify the group associated with each. A discussion following the slide activity will focus on other factors which may be associated with particular ethnic groups.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize and identify different ethnic groups in their community;
2. identify and discuss some factors -- i.e., arts, dances, crafts, etc. -- commonly associated with different ethnic groups; and
3. discuss ways in which different ethnic groups meet the same need in different ways.

Materials: Slides of art, crafts, etc. from various ethnic groups.

Slide 1: A Japanese Garden -- These gardens are closely associated with Japanese Buddhism.

Slide 2: Norwegian Mittens -- The knitting and embroidery in these mittens take a good deal of time and skill. Students may consider the function of the mittens as well. They certainly would not be needed in the Philippines.

Slide 3: Moldavian Dance and Attire -- The intricate embroidery and designs reflect common patterns found among a variety of slavic peoples.

Slide 4: Ukrainian Easter Eggs -- These beautiful designs are again part of the Slavic heritage. Students may compare these designs with those on the costumes of the dancers in slide 3.

Slide 5: Backgammon Board -- This game and the designs on the board reflect the Middle Eastern cultures from which it came.

Slide 6: Scotch Bagpipes and Tartans -- These plaids and pipes should be easily recognizable to most students as being Scotch.

Slide 7: Japanese Kimono -- This traditional Japanese dress may be worn by some Japanese-Americans during traditional celebrations.

Slide 8: Chinese Architecture -- This gate is found in San Francisco's Chinatown.

Estimated Teaching Time: This activity should take about one class period.

Guidelines: Explain to the students that in this unit they will be considering different ethnic groups in American society. You may wish to have them suggest a definition for ethnic group. As the unit progresses, they can modify this definition.

Have the students read over the worksheet for this activity. Be sure they understand what they are expected to do. Then, project the slides. Give the students enough time to reach a decision on each slide and write some brief reasons for their choice. If you think students may find it difficult to express their reasons, you may wish to have the students work in pairs. They could then talk over their reasons before writing them down. Show all the slides before you begin the class discussion.

After you have shown all the slides, discuss them with the class. Go through the worksheet quickly. Ask the students to express the reasons behind their choices before you tell them what ethnic group is represented by each slide.

After the discussion of the worksheet, ask the following questions:

- What kinds of ethnic art can be found in your neighborhood? (Students should be able to point out crafts, dances, dress, etc. from their own neighborhoods).
- How are slides 3 and 6 similar? How are they different? (Students should point out that they both show traditional musical activities. Dress, instruments, steps are some differences).
- How are slides 2 and 7 similar? How are they different? (Students should point out that they both show clothing. Among the differences are pattern, material, and function).
- What kinds of art or crafts do almost all ethnic groups have? (Among things that students might mention are jewelry, dress, architecture, games, dance, music).

If you wish students to look more closely at ethnic art, check to see if there is an ethnic museum in your area. If so, take the students there for a field trip.

Another follow-up to this activity is to have the students make a bulletin board display of ethnic arts and crafts from their own neighborhood.

Activity 2: Ethnic Crafts

Introduction: The students actively take part in an ethnic craft project in this activity. They are given a choice of several projects related to different ethnic groups. Using plans provided in the student materials, each student completes a model or replica and writes a brief explanation of the skills needed to produce that object. Their explanation also considers the importance of that object to the ethnic group with which it is associated.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify crafts identified with particular ethnic groups;
2. discuss the different craft and artistic skills and values important to different ethnic groups; and
3. construct a model or replica of an ethnic craft object.

Materials: Plans for:
1. Origami
2. God's Eyes
3. A Tiger Kite
4. A Quilt

Estimated Teaching Time: Time required for this activity will vary according to the number and difficulty of craft activities undertaken by students. It is unlikely that fewer than two full class periods will be needed for this activity.

Guidelines Have each student select a craft project to work on. Four plans have been provided; however, most school libraries have numerous craft books on hand. If you wish to expand the choices available to students, have some of these books available in the classroom. Try to select those which focus on crafts with clear ethnic associations.

The students have two tasks to complete: 1) they should construct the object or replica; then 2) they should each write a short (one or two pages) report telling about the history of that craft and what ethnic group(s) is(are) most closely associated with it. The report should also consider the functional and artistic value of that craft and the skills needed to practice it. The encyclopedia will probably prove to be the easiest and most accessible source of information for these reports.

Activity 3: What is Ethnicity?

Introduction: There are two parts to this activity—1) the students read and discuss a short booklet focusing on the concept of ethnicity and 2) working in small groups, the students compare and discuss some characteristics of different ethnic groups. Each small group works with evidence cards presenting some basic facts about six ethnic groups—Puerto-Ricans, South Slavic-Americans, Jewish-Americans, Polish-Americans. Portuguese-Americans, and Filipino-Americans.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss characteristics which distinguish one ethnic group from another;
2. identify and discuss ways in which different ethnic groups are similar; and
3. discuss reasons why members of a particular ethnic group share many values and behavior patterns.

Materials:
- Ethnicity Booklet
- Evidence Cards:

Jewish-Americans
Puerto-Ricans
Polish-Americans

Filipino-Americans
Portuguese-Americans
South Slavic-Americans

Estimated Teaching Time: This activity will require about two class periods.

Guidelines Have each student select a craft project to work on. Four plans have been provided; however, most school libraries have numerous craft books on hand. If you wish to expand the choices available to students, have some of these books available in the classroom. Try to select those which focus on crafts with clear ethnic associations.

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- Evidence Cards:

Jewish-Americans
Puerto-Ricans
Polish-Americans
Filipino-Americans
Portuguese-Americans
South Slavic-Americans

Estimated Teaching Time: This activity will require about two class periods.

Activity 3: The Ojibwe People

Introduction: This filmstrip provides students with an in-depth look at another ethnic group. It illustrates some of the same characteristics as those discussed by students in the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. describe the characteristics which distinguish the Ojibwe people from the groups discussed in "What is Ethnicity?";
2. compare and contrast the values of different ethnic groups; and
3. suggest ways in which different ethnic groups are similar.

Materials: - Filmstrip: The Ojibwe People
- Worksheet to accompany the filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: This activity provides a follow-up to the previous activity. It offers the students one more example to consider. Explain this to the students. Then hand out the worksheet. Show the filmstrip, and have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

Activity 4: Ethnic Heritage: A Living Mosaic

Introduction: Serving as a summary of the ideas treated in the unit to this point, this brief filmstrip will help students to clarify their concept of ethnicity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. discuss ways in which different ethnic groups deal with similar problems in different ways; and
2. compare and contrast the values and behavior patterns of different ethnic groups.

Materials: Filmstrip: Ethnic Heritage: A Living Mosaic
from J. C. Penney, Inc.

Estimated Teaching Time: This activity will take about one class period.

Guidelines: There is a short workbook that accompanies this filmstrip. Because the filmstrip is used here to summarize the students' learning, we have chosen not to recommend using the workbook. A short discussion should suffice to clarify the main ideas in the filmstrip. We have borrowed from the workbook in our discussion questions. If after the discussion, you feel the students do not have a clear understanding of some of the ideas, you may choose to have them do some of the workbook activities.

The following questions will help to guide the discussion of the filmstrip:

- What kinds of things distinguish one ethnic group from another?

- If people have the same basic needs, why do they meet these needs in different ways? For example, why don't all people eat the same kind of food?

- Do all people feel the same about their ethnic heritage? Explain your answer with some examples.

- Why are some people more proud of their ethnic heritage than others?

- What advantages do you think there may be in being aware of your ethnic heritage?

Ethnic Heritage: A Living Mosaic

Projection Instructions:

The narration on the cassette runs approximately 1 minute before the filmstrip pictures begin. Therefore, before starting the cassette, thread up the filmstrip and focus on the "focus" frame. Advance to the next frame (which is black); and turn *off* the projector lamp.

Room lights can be turned off when you start the tape; or a minute later when you start the filmstrip.

Turn *on* the projector lamp immediately after the narrator says ". . . as we look at the filmstrip." At the first signal, advance the filmstrip to frame 1 (on automatic projectors the filmstrip will advance itself).

Filmstrip Commentary

The presentation starts with a brief medley of music from different countries; and then the narrator says:

We've been listening to a fascinating medley . . . a folk dance from Greece . . . an Indian Raga . . . Scottish bagpipes . . . and now Hawaiian guitars . . . all fairly familiar to us, and yet each unique to its own ethnic heritage. "Ethnic?" What do you think the term "ethnic" means? Is it race? Nationality? Religion? Culture? Values? Have you ever thought of yourself as a member of an ethnic group? Well, people have been trying to define "ethnic" for a long time, and they've come up with quite a variety of answers. Here's one definition:

> "An ethnic group is a human collectivity based on an assumption of *common origin*, real or imaginary."

And the dictionary tells us that an ethnic group is "A group of people, radically or historically related, having a common and distinctive culture. . . ."

Perhaps the real question is . . . what does "ethnic heritage" mean to you and why is it important? Let's explore some of the dimensions of it now as we look at the filmstrip.

Picture	Narrator
1. Lettering: WHO AM I? WHO ARE YOU?	Perhaps the place to begin is with ourselves . . . Who am I? . . . Who are you? How are we alike? In what ways are we different? What is there, for example, in my own ethnic heritage that makes me the person that I am? And what in yours makes you the person you are?
2. Four small children holding hands in "circle game" in meadow.	After all, human beings all start *out* with the same basic needs . . . food, shelter, clothing, love . . . But just think how differently people have expressed these needs in different places, different times!
3. Japanese meal.	Take food, for example . . . in Japan, the way the food will *look* when it is served is as important as how it will taste! Attention to detail is considered *here*, just as it is in all aspects of Japanese life; and so dishes and food are carefully selected to be worthy of one another.

4.	Scandinavian smorgasbord	Half way around the globe Scandinavians may be serving different kinds of food in quite a different way. Tradition has it that their Smorgasbord had its beginnings 'way back in the days of the Vikings. It's said that when they came home from their voyages with food from other parts of the world, there often wasn't enough of each kind to provide everyone with a whole meal. They solved the dilemma by simply setting out *all* the food at once so everyone could have a taste of each different dish.
5.	Lettering: YOUR OWN HERITAGE Food	In your own family, what are some of the foods and ways of serving them that may have come from *your* ethnic past . . . or present? (Educator: Filmstrip and tape may be stopped, and questions discussed at this point.)
6.	Mexican Posada	Besides the basic needs for food, shelter, clothing, love, let's think about some other ways of expressing ethnic heritage . . . through ceremonies and holidays, for example. Imagine we're in a little village in Mexico just before Christmas . . . our flickering candles lighting our procession as it gaily winds its way from one friend's home to another. This is the Posada, celebrating the time when Mary and Joseph searched for a place to stay in Bethlehem long ago.
7.	Seder	Or, in a somewhat more solemn mood, on the eve of a different holiday, Passover, we might listen in as the youngest Jewish child in the group begins the Seder by asking . . . "Why is this night different from all other nights?"
8.	Lettering: YOUR OWN HERITAGE Ceremonies Holidays	Are there any ceremonies or traditions in which you and your family take part that have come down from your own ethnic heritage . . . such as ways of celebrating a holiday, a wedding, or a name day? (Educator: Filmstrip and tape may be stopped, and questions discussed at this point.)

9.	African mask from the Baoule of the Ivory Coast	In addition to our traditional ceremonies and holidays, each of our cultures has many other things to cherish. Art, particularly, reveals much about the way our people lived and thought . . . like this mask made by the Baoule (BAH-OÓ-LAY) of the Ivory Coast and worn by a dancer to represent a favorite god. African masks, by the way, had a tremendous influence on great modern artists like the Spaniard, Picasso.
10.	Leprechaun and scene of rural Ireland	All peoples have their own special legends and folklore, too. Who hasn't heard of the leprechauns of Ireland, for instance . . . but did you also know about Jacky-the-Lantern (sometimes known as Willy-the-Wisp)? . . . all presumably alive and well in some of the remote parts of Ireland today. Folklore and legends are a marvelous reservoir of the ideas, the life styles of all the people who have come before us . . . stretching back, back into time.
11.	Lettering: YOUR OWN HERITAGE Art Folklore Legends Music	Think about it . . . look into your own life . . . and try to picture in your mind some of the outward evidences of your own heritage that have become a part of you and your family. Think of art . . . folklore . . . legends . . . music. Do any of these have a very special meaning for you? (Educator: Filmstrip and tape may be stopped, and questions discussed at this point.)
12.	Elderly Chinese man	We've explored some of the outward signs—now let's take a deeper look, a look into some of the *inner* values that may be passed down to us from generation to generation. In some cultures, for instance, old age is more important, more revered than youth. They feel that as you grow older you grow wiser, have more integrity, more inner strength.
13.	Amish cart near farm	Or, you might consider the simplicity of the lives of people like the Amish, who believe it is their duty to keep themselves "unspotted from the world." One of their bishops is quoted as follows—"There is no need for hurry, what is, has been for centuries. If something new is considered to be necessary, why wasn't it needed before?" (Incidentally, you may notice there's no music here. That's because the Amish won't allow their singing to be recorded.)

14. **Painting of a town in Puerto Rico**	**Now here's still another kind of value that affects the way people live . . . the idea of the extended family which is important in many cultures. In small towns like this one in Puerto Rico, for instance, the family circle reaches out to include not only parents and children, but grandparents, aunts and uncles, cousins, and even godfathers and godmothers . . . a way of life that can offer security and love for all.**
15. Lettering YOUR OWN HERITAGE Values Attitudes Ideals Ways of Life	Now close your eyes and search *your* own heart and mind for the inner values *you* hold. What are some of the attitudes . . . ideals . . . the very way of looking at life which you have grown up with . . . values you may have inherited from your forefathers, and they from the people who came before them? (Educator: Filmstrip and tape may be stopped, and questions discussed at this point.)
16. Mission of San Xavier del Bac, Tucson.	Now let's go back to our definitions of "ethnic" for a moment. Some definitions of ethnic heritage say that those who came from different *regions* of our country can also be considered as ethnic groups. This is an old Spanish mission in the Southwest. What about New England? . . . the great plains? . . . the old South? . . . the Pacific Northwest? What is there about the cultures the first settlers in any of these regions brought with them . . . about the landscape . . . the very elements themselves which might have shaped the lives of people living there? (Educator: Filmstrip and tape may be stopped, and questions discussed at this point.)
17. 1845 coverlet, Seth Thomas clock, and family album.	The people who came before us are affecting our lives in another interesting way. Today more and more of us are reaching back into our past for things formed and used and loved in days gone by . . . things which enrich our own lives now . . . give us a sense of roots with the past, which we may feel a need for in our own more mobile society.
18. **Machinetta and demi-tasse cups from Italy.**	**. . . And we might also choose things from other ethnic groups which we have come to know and to especially like . . . and incorporate them into our own ways of life. This little coffee-maker (sometimes called a machinetta) and these demitasse cups, found in Italy, are now the basis of a pleasant after-dinner custom in an apartment in Minneapolis.**
19. Indian in natural setting.	Just as we may adopt outward expressions from other people's ways of life, we may take to ourselves inner values that have a special meaning for us. A number of peoples, the American Indians, for instance, believed that man should not dominate nature, but live in harmony with it . . . an attitude that many of us are adopting today.
20. Three or four of things we have seen earlier.	As we begin to understand more about ethnic heritages . . . our own and others . . . our horizons expand. We learn to value the diversity of each unique culture . . . realizing all the while that there can be no stereotypes, since all individuals are also unique in them*selves*.
21. Mosaic of many things seen.	Being aware . . . recognizing . . . enjoying the many different values, arts, traditions each people has developed and handed on . . . we begin to discover that they form a kind of living mosaic . . .
22. Lettering: WHO AM I? WHO ARE YOU? WHO ARE WE?	. . . so that in time each of us may come to feel. . . . . "I know who *I* am . . . . . . I respect who *you* are . . ." . . .and knowing and respecting may give us a new insight into one of the ideas handed down to us by our own country's founders . . . the motto "E Pluribus Unum" . . . which means, simply, "one, made out of many."

Activity 5: Proverbs and Values

Introduction: The students analyze proverbs from different groups in this activity. The proverbs reflect the values of different groups. They are especially effective in demonstrating that although groups may differ in many specific ways, they often share many common values.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the values of a group of people from that group's proverbs;
2. identify values which appear to be common to many different groups; and
3. compare and contrast the values of some ethnic groups with some basic American values.

Materials: Evidence Cards: Proverbs of different groups.

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Have the students work in small groups of three or four during this activity. Explain to the students that they will be analyzing proverbs from different ethnic heritages and that these proverbs reflect some basic values which are part of these heritages.

Give each group the five evidence cards containing proverbs from Ireland, Germany, Sweden, Africa, and Finland and the sixth evidence card -- "More Proverbs."

Their task is to add two additional proverbs to each ethnic group's evidence card. These proverbs may be taken from the "More Proverbs" card. Students should try to decide which proverbs belong with which group on the basis of style, values illustrated, or on any other basis. This is not an easy task and it may frustrate some of the students. It is recommended that you put a time limit on this part of the activity; ten minutes should be sufficient time. For your information the correct answers are provided here:

- The additional African proverbs are numbers 4 and 9.
- The additional Finnish proverbs are numbers 2 and 5.
- The additional German proverbs are numbers 1 and 8.
- The additional Irish proverbs are numbers 3 and 7.
- The additional Swedish proverbs are numbers 6 and 10.

Have each group tell which proverbs they added to each ethnic group's card and explain why they chose those particular proverbs. Then give them the correct answers. Ask the students if they thought it was difficult to match the right proverbs with the right group, and if so, why it was difficult. Students should point out that the values expressed in the proverbs were not very different from each other.

Now, list the following values on the board and ask the students to identify proverbs that express each of these values. The answers are provided for your information.

Learning through experience
(Swedish proverb A).

Humility (Should not boast)
(Finnish proverb B and German proverb B).

Fairplay
(Swedish proverb B and African proverb B).

Family and Home
(African proverb C and Swedish proverb C).

Hard work
("More Proverbs" - 2).

Now ask the students to compare these values with basic "American" values. Are they different or similar? Ask them what other American values seem to be reflected in the proverbs used in this activity.

To summarize the activity, ask the students to list some values that they think are shared by almost all ethnic groups in our society.

Activity 6: Religion and Ethnicity

Introduction: There is a strong tie between ethnicity and religion. Religious institutions often are of key importance in maintaining the ethnic identity of a group of people. This activity focuses on the influence of religion in the lives of some individuals. Using case studies as sources of data, the students consider the following points:

1) How religious institutions help maintain group norms;
2) How religious institutions relate to other aspects of an individual's life—i.e., family life, occupation, friends, etc.;
3) How religious institutions help children to learn to become members of particular ethnic groups.

Objectives: At the conclusion of this activity, the students will be better able to:

1. explain how religious institutions affect the behavior of groups or individuals by establishing and maintaining certain norms and values;
2. discuss ways in which religious institutions are related to particular ethnic groups; and
3. discuss the role of religious institutions in teaching a child to be member of a particular ethnic group.

Materials: Five case studies focusing on the following religions:

Judaism
Catholicism
Hutterites
Buddhism
Little Religious Influence

Estimated Teaching Time: This activity will require about two class periods.

Guidelines: Explain to the students that religion is often closely associated with ethnic identity and that this lesson will look at that association. Have each student read two of the five case studies. As they read, they should consider what aspects of life are affected by religion in both cases. They should also consider how closely religious beliefs and ethnic identity are related in each case.

After the students have completed their reading, draw a chart like the one here on the chalkboard or on a large sheet of wrapping paper:

Aspect of Life	Religious Influence		
Job	None	Some	Great
Family	None	Some	Great
Education	None	Some	Great
Friends	None	Some	Great
Town or Neighborhood	None	Some	Great
Entertainment	None	Some	Great

Using different colored chalk or markers have the students indicate the religious influence of each group on the six aspects mentioned. Be sure that they support their answers with sound reasoning and examples from the cases.

Then discuss the following questions:

- What are some of the "rules" of each religion?
- Which religion has the greatest overall influence on people's lives? Why?
- Which case study shows the least religious influence? Are the people in this case concerned about their ethnic identity or heritage? Why or why not?
- Does religion help people to learn about or maintain their ethnic heritage: How?

Activity 7: Ethnic Celebrations

Introduction: After viewing posters illustrating four different ethnic celebrations, the students participate in a brief discussion of the values which are illustrated by the various celebrations. They also consider what characteristics of each ethnic group are most evident in the celebrations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest reasons why people celebrate certain events;
2. analyze ethnic celebrations and draw inferences from those celebrations about the values of different ethnic groups; and
3. apply what they have learned about ethnic groups and celebrations in other areas to a study of ethnic celebrations in their own community.

Materials: Posters of Ethnic Celebrations:

- Arab Festival (Detroit)
- Nordic Fest (Decorah)
- Oktoberfe (Amana)
- Worksheet to accompany posters

Estimated Teaching Time: About two to three class periods will be needed for this activity.

Guidelines: Introduce this activity by asking the students why most Americans celebrate such holidays as Thanksgiving and the Fourth of July. Then have the students turn their attention to the posters of the ethnic celebrations. Have them consider ways in which these celebrations are similar to and different from the two "American" celebrations. Then have the students complete the worksheet. After they have completed the worksheet, discuss each of the questions thoroughly with the students.

Following the discussion of the worksheet, divide the class into small groups. Have each group design and construct a poster for a real or imaginary ethnic celebration in your community. Each group of students should focus its attention on a different local ethnic group.

Activity 7c: The Sioux Ceremonial Drum

Introduction: This filmstrip focuses on the significance of a sacred Sioux Ceremonial Drum brought to the Ojibwe people by a Dakota woman. The role of this and other drums in social activities and religious ceremonies is considered. There are still drum societies among Native Americans, and many of the traditional ceremonies have recently taken on greater social meaning.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify some major norms of the Ojibwe and compare these with other ethnic groups;
2. assess the extent to which a group's values are influenced by other groups; and
3. discuss the role of traditional celebrations in maintaining a group's values and identity.

Materials: - Filmstrip: Sioux Ceremonial Drum
- Worksheet to accompany the filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: This activity provides a follow-up to the previous activity. It offers the students one more example to consider. Explain this to the students. Then hand out the worksheet. Show the filmstrip, and have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

Activity 8: Growing Up Ethnic

Introduction: Students in this activity read case studies illustrating how young people learn values and behavior patterns. Following the reading, a brief discussion focuses on a comparison of the cases. Students are encouraged to consider how children learn to identify themselves as members of particular ethnic groups. They also consider what people and institutions are important in socializing children. Finally, they are asked to look for similarities and differences in the way different ethnic groups socialize their young and in the values and norms stressed by different ethnic groups. If the teacher wishes, he/she may have the students compare these cases to their own experiences.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list individuals and institutions who play an important role in socializing children;
2. compare and contrast the ways in which different ethnic groups socialize their young; and
3. evaluate sources of information; that is, distinguish between fact and fiction and suggest advantages and disadvantages of each.

Materials: Three case studies of young people from different ethnic groups learning values or behavior patterns.

- "Confessions of a White Ethnic"
- "Grandfather Speaks"
- "My Portion"

Estimated Teaching Time: If the readings are done in class, this activity will require two class periods. If they are assigned as homework, one class period will be sufficient.

Guidelines: Introduce the cases by explaining to the students that they will be reading about people from different ethnic groups growing up. Explain that two of the readings are autobiographical -- "Confessions of a White Ethnic" and "My Portion" -- and the third is fiction --"Grandfather Speaks." You might discuss briefly with them the advantages and disadvantages of these different kinds of sources. (Point out that the fictional account has a basis in fact; it is historically accurate).

Following this brief discussion, have the students read the three cases. They should consider what things are learned in each case and how they are learned.

After they have completed the reading, the students should discuss the three cases to compare the socialization of individuals from different ethnic groups. Make a chart similar to the one here on the chalkboard.

	Things Learned, including Values and Beliefs	Person or Organization Learned From	Way it was "Taught"
"My Portion"			
"Confessions"			
"Grandfather Speaks"			

Don't spend a lot of time splitting hairs; try to keep the pace of the discussion brisk. The following questions may help guide the discussion:

- Were the same people responsible for teaching the child in each case?
- Which of the three learned to be "most American"? Why?
- Were any of these people taught about their heritage? If so, in what ways?
- What similar things were learned by these three people? What different things?
  (The students should point out that the experiences of all three were similar in many ways).

Application: If the students show a particular interest in this activity, you may choose to have them do a chart of their own socialization. (Explain to them that socialization continues throughout one's lifetime and their charts will only represent a small part of the process). The chart should include the same three categories as used above.

Activity 8b: Sioux Name Ceremony

Introduction: Great importance was attached to naming Sioux children in the traditional society. This filmstrip focuses on the naming ceremony and illustrates many of the values and behaviors that will later be expected of him/her. This ceremony has survived, and today many urban Dakota return to the reservation to participate in ceremonies like the Sioux name ceremony. After viewing the filmstrip, the students consider why the meaning of a child is so important to the Sioux and how this ceremony illustrates the things that the child will be expected to learn as he/she matures.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the way in which Native American children are socialized;
2. compare and contrast the naming of Native American children with that of children from other ethnic groups; and
3. identify values that young Native Americans were expected to learn and accept as they matured.

Materials: - Filmstrip: The Sioux Name Ceremony
- Worksheet to accompany the filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: This activity provides a follow-up to the previous activity. It offers the students one more example to consider. Explain this to the students. Then hand out the worksheet. Show the filmstrip, and have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

Activity 9: Expressions of Ethnicity

Introduction: This activity illustrates several different ways in which a group's ethnicity may be expressed. Words and names, foods, customs, dance, and music may all be ethnically influenced.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify different expressions of ethnicity;
2. compare and contrast similar ethnic expressions of different groups—i.e., compare Chinese food with Italian food; and
3. suggest reasons why people maintain certain aspects of their ethnic heritage while discarding or changing others.

Materials: Four case studies of ethnic expressions:

- Italian Cooking
- Indian Words and Place Names
- Polish Customs
- The Tamburitzans

Estimated Teaching Time: About two to three class periods will be needed to complete this activity. Some of this time will be spent in the school library.

Guidelines: Begin this activity by asking how they recognize different ethnic groups. How does each ethnic group express its heritage? Tell them that this activity will look at some way in which a group may express its ethnicity.

Divide the class into small groups and give each of the groups one of the short case studies. These cases are very brief and they only give the students a start. Have each group find additional information and illustrations of the expression about which it reads. To find these they will have to use the school library. Each group should prepare a brief one-page presentation describing the ethnic expression they have studied. This presentation should be illustrated with photographs and/or drawings.

After these presentations, discuss the following questions with the students:

- Are there other ethnic groups whose food is easily recognized? If so, which ones?
- What are some customs of other ethnic groups?
- What are some other forms of ethnic music or dance that you are aware of?
- Why do you think people try to maintain their heritage through customs, music, dance, food, etc.?

Activity 10: Researching Ethnic Expression in Your Own Community

Introduction: As a follow-up and extension of the foregoing activity, the students explore their own community for expressions of ethnicity. They illustrate these expressions with drawings, photos, written descriptions, or tape recorded interviews.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify expressions of ethnicity in their own community;
2. observe ethnic expressions and record their observations using any of a number of techniques; and
3. suggest reasons why some ethnic groups are more visible than others.

Estimated Teaching Time: This activity will require about four class periods. Much of this time will probably have to be spent outside of the school.

Guidelines: Explain to students that in this activity they will explore ethnic expressions in their own community. The students should work in "research teams" of about five during this activity.

The first step should be to identify the ethnic expression to be studied. You may have to help identify some local expressions of ethnicity for the students. Each team should study a different ethnic expression.

Now explain to students that they may record their findings through taped interviews, drawings, photographs, replicas, or brief written presentations.

After they have gathered their information, the teams should organize this information into brief reports about the expression they studied. These reports should follow the general format used in the previous activity. In their reports students should describe how that particular ethnic expression increases the visibility of the ethnic group with which it is associated.

Activity 11: Size of Ethnic Groups in the United States

Introduction: In this activity the students consider the relative sizes of various ethnic groups. Working in small groups, they hypothesize about the rank order of ten ethnic groups in the U.S. They then explain their reasons for the ranking. These rankings are checked against data on each group. A brief discussion of the visibility of each group follows.

A second part of the activity has students follow the same process for their own community. They hypothesize the rank of the five largest ethnic groups in their own community. Then, they gather data from various sources to check their hypotheses. These data are recorded on charts and graphs showing the population of different ethnic groups in their community.

Objectives: At the conclusion of this activity, the students will be better able to:

1. form tentative hypotheses about the sizes of various ethnic groups;
2. locate and record data about the size of various ethnic populations; and
3. discuss reasons why some ethnic groups may be very visible despite a relatively small population.

Materials:
- Name Cards of 10 Ethnic Groups
- Charts and Graphs Showing Populations of Different Ethnic Groups

Estimated Teaching Time: This activity will require about three class periods.

Guidelines: Begin this activity by asking the students to help you list the 10 largest ethnic groups in the United States. Write their list on the chalkboard. Then divide the class into several small groups of about five students. Give each group a set of ten Ethnic Group Cards. The groups on these cards are the 10 largest ethnic groups in the United States. Have the students compare their list with the cards.

Now tell each group to put the cards in order of size. You may have the groups put the cards on a sheet of wrapping paper with the card for the largest group at the top and that for the smallest at the bottom of the paper. Next have each group give a brief explanation for their ranking. Encourage students to question the reasoning of other groups.

After this brief discussion, hand out "Size of Ethnic Groups in the United States, 1970". Have the students check their rankings against the data presented on this sheet.

Now discuss the following questions with the students:

- Which groups are larger than you had expected?
- Which groups are smaller?
- Why do you think some groups are more visible than others, even though they may not be as large?

- What things can an ethnic group do to make itself visible?
- Do people in all ethnic groups want their ethnicity to be visible? Why or why not?

After this discussion tell the students which five ethnic groups are most populous in your community. Ask them to hypothesize the rank order of these five. This may be done in the same groups as the students worked in during the first part of this activity. Each group may then have a different ranking. Have each group write its ranking on a sheet of paper and post it.

Now assign each group to gather data on the population of one of these five local ethnic groups. They may check with the local newspaper, library, planning office, or other agencies for this information. This information should then be presented on a chart showing the population of each of the five largest ethnic groups in your area. A single chart may be constructed on white wrapping paper and posted on the bulletin board. Each group may then check its ranking against the data collected and presented by the class.

Note on Numbers: Reliable figures showing ethnic population sizes are very difficult to come by. Most groups claim, and probably rightly so, that they are undercounted in the census. Most statistics merely provide a "ball-park" figure for the size of different ethnic groups. Even these rough figures, however, help to illustrate the relative size of different ethnic groups in the United States.

Activity 12: Ethnic Collages

Introduction: The students construct collages illustrating important aspects of ethnicity in our society. They work in small groups in this activity. Among the aspects of ethnicity which may be illustrated by the collages are religion, dress, food, housing, arts, crafts, music, dance. Each group also writes a brief essay describing the characteristics shown in its collage.

Objectives: At the conclusion of this activity, the students will be better able to:

1. illustrate pictorially and in writing a number of characteristics of ethnic groups; and
2. describe the influence of ethnicity on our society.

Materials:
- Old magazines
- Large pieces of cardboard
- Glue and scissors

Note on Materials: Take care to see that enough of these materials are available on the days you are going to do the activity. You should start gathering old magazines at least two weeks ahead. It would be a good idea to have some of these on hand at all times.

Estimated Teaching Time: This activity will require one or two class periods.

Guidelines: Introduce this activity by telling the students that they will be given a chance to demonstrate in an artistic way their understanding of the main ideas of this unit. Divide the class into small groups of about four students.

Now, tell the groups that their task will be to construct collages illustrating different characteristics of ethnic groups. Each group should construct one collage. That collage may focus on one ethnic group or on one characteristic that varies from one ethnic group to another—e.g., religion, arts, celebrations.

Next hand out materials to the students and let them work on their collages. After the collages have been completed, have each group prepare a short (one page) description/explanation of its collage. Then post the collages and explanations around the classroom.

Ethnic Arts and Crafts Worksheet

In this activity you will look at some slides showing different kinds of art work from different ethnic groups. As you look at each slide, try to decide which ethnic group is responsible for the art work shown. Circle the group which you believe is correct. Then, briefly write some reasons why you think that is the correct group.

Slide 1: A. Spanish-American
B. Italian-American
C. Japanese-American
D. German-American

Reasons: ____
____
____
____

Slide 2: A. Puerto-Rican
B. Norwegian-American
C. Japanese-American
D. Filipino-American

Reasons: ____
____
____
____

Slide 3: A. Slavic-Americans

B. Chinese-Americans

C. Jewish-Americans

D. Swedish-Americans

Reasons: ______________________________

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____

____

Slide 4: A. Chinese-Americans

B. Ukrainian-Americans

C. Mexican-Americans

D. Afro-Americans

Reasons: ______________________________

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____

____

Slide 5: A. Afro-Americans

B. Arabian-Americans

C. Japanese-Americans

D. Scotch-Americans

Reasons: ______________________________

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____

____

Slide 6: A. Norwegian-American

B. Arabian-American

C. Japanese-American

D. Scotch-American

Reasons: ______________________________

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____

____

Slide 7: A. Slavic-American

B. Arabian-American

C. Japanese-American

D. Greek-American

Reasons: ______________________________

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____

____

Slide 8: A. Finnish-American

B. Mexican-American

C. Chinese-American

D. Greek-American

Reasons: ______________________________

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Ojibwe People Worksheet

1. Why was it necessary for the Ojibwe people to move from time to time?

2. What attracted the Ojibwe to Minnesota?

3. What were two duties of women among the early Ojibwe?

4. Why were Ojibwe children expected to forget their own religion in the early 1900's?

5. Why were boarding schools built away from the reservations for Ojibwe children?

6. In what ways are the Ojibwe different from the groups you read about in the last activity?

Ethnic Celebrations Worksheet

1. List three traditional things that are common to all of the celebrations shown on the posters.

2. What are some other traditional things which are often included in ethnic celebrations?

3. Why do you think these things are included in ethnic celebrations?

4. What important part of the different ethnic heritages is not shown in these posters?

5. What values of the different ethnic groups are shown in these celebrations?

Sioux Ceremonial Drum Worksheet

1. What was the purpose of the Indian drum, and what effect did it have on the Ojibwe people?

2. Why do you think most non-Indian people had such a limited idea of how the drum was used in daily Indian life?

3. Do you think the Sioux Ceremonial Drum was a uniting influence between the Dakota Nation and other tribes? If so, why?

4. Although many ceremonies of the Ojibwe people have faded and are lost, the drum still exists. Do you think it is still an important factor in modern Indian life and culture? If so, why?

5. In what ways is the Sioux Ceremonial Drum similar to the celebrations you looked at in the last activity?

Sioux Name Ceremony Worksheet

1. Why did the Sioux think it was so important for every individual to have a name?

2. Were the names of living relatives used often? Why or why not?

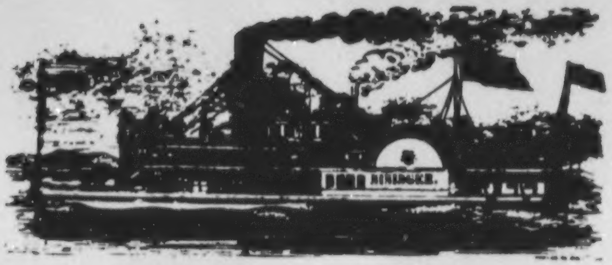
3. What was given to the child along with a name? Why?

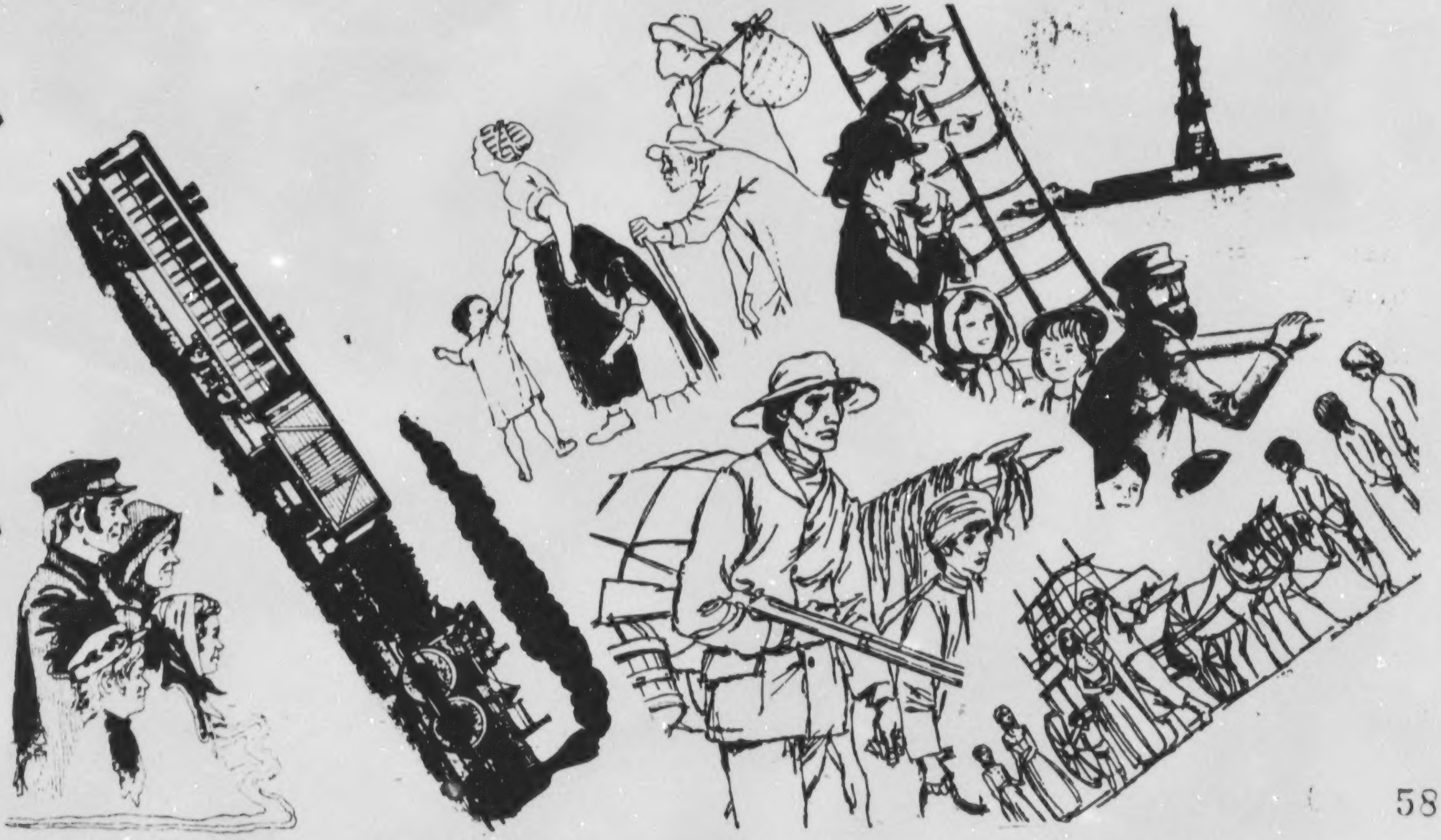
4. How many days after the child's birth was the naming ceremony started?

5. What things were the young children expected to learn as they grew older?

6. Can you think of other groups who have ceremonies or customs like the Sioux Name Ceremony?

MIGRATION





Activity 1: Roots

Introduction: As an introduction to the migration unit, the students construct a large wall map showing the location from which their ancestors came to this country. They also show the approximate dates when these ancestors immigrated. In the case of Native American children, they may show migration within the U.S. or North America. This mapping activity is followed by a reading assignment based on "immigrant letters" describing the new world and encouraging others to come to the United States.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify the various parts of the world from which immigrants came to the United States;
2. discuss reasons why people may have migrated to the U.S.; and
3. form tentative hypotheses to explain the great migrations to the U.S

Materials:
- Wall map of the world
- String
- "The Immigrant Writes Home"

Estimated Teaching Time: This activity will require between one and one-and-a-half class periods.

Guidelines: This activity introduces the Migration Unit to the students. You will have to get a large wall map of the world and some brightly colored string or yarn for this activity.

Hang the map along a classroom wall; if possible, cover a bulletin board with it. Ask each student to find out where their ancestors came from. Have each student put a card with her/his name on the map at the location from which his/her ancestors came to this country. In the case of Native American (Indian) students, they may show a location within North America.

After each student has put a card on the map, run a piece of string from each card to your school's location. The map will then illustrate the diverse backgrounds of students in your school.

Explain to the students that people have come to the United States from places throughout the world. Ask them to list some reasons why they think so many immigrants came to this country. Accept their answers as possibilities and explain that as the unit continues, they will learn more about why people came to this country.

Then have each student read "The Immigrant Writes Home." As they read this they should consider whether or not the experiences of Norwegian immigrants were typical of most immigrants to this country. A short discussion following the reading might focus on the following questions:

- What factors influenced the Norwegian immigration to the U.S.? (Students might cite the availability of free and abundant land, the high degree of personal freedom, and information from friends or relatives).
- Would you have migrated if you had lived in Norway at this time? Why or why not?

these responses will later be discussed by the entire class.

When you are discussing these questions, be sure that the students are clear on the meaning of the more important terms—migration, immigration, emigration.

As a summary to this discussion have students formulate some hypotheses to explain why so many people immigrated to the United States and some hypotheses about factors which influence migration. Help the students to refine and clearly state these hypotheses; write them on the chalkboard. Have the students write these hypotheses in the space provided in the booklet. In this way, they may check their hypotheses as they proceed through the unit.

Activity 3: What Would You Do?

Introduction: In this small group activity students are asked to explain how they would respond if they were faced with a variety of situations—i.e., famine, overcrowding, discrimination, etc. The situations are provided on a series of evidence cards and illustrate migration-stimulating conditions.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list and discuss factors influencing migration; and
2. make and justify a decision based on limited information.

Materials:
- Four sets of Evidence Cards: Migration-stimulating conditions
- Response Sheets

Estimated Teaching Time: Two class periods will be needed for this activity.

Guidelines: Divide the class into several small groups of no more than five students for this activity. Then give each group a set of the A evidence cards and one other set—B, C, or D—of evidence cards. The A evidence cards represent conditions in the United States during the mid-nineteenth century. Each of the other sets represent possible conditions in another country at the same time. This should be explained to the students.

Have each group mix up the cards they have. Now have them draw five of those cards at random. Give each group a Response Sheet and have them classify the cards as showing conditions favoring migration or against migration on that sheet. The group should then decide what they would do—migrate or stay—under those conditions. After they have indicated their decision, the group members should provide reasons for that decision. Collect the Response Sheets from the groups and post them.

Now follow the same procedure two more times. At the end of the third round, have the students look closely at the posted Response Sheets. Then discuss the following questions:

- What conditions were most favorable to migration?
- Did conditions in the United States or in the old country have a greater influence on migration?
- Did some country—B, C, or D—have conditions which made it more likely for people to emigrate? If so, what were they?
- How does this help to explain why large numbers of immigrants came to the United States from some countries while very few immigrants came from other countries?

Activity 4: The Immigrants

Introduction: Using case studies of immigrants from a variety of background as sources of data, the students consider why immigrants left their homelands and why they settled where they did. They are thus able to check many of the hypotheses they formulated earlier in the unit. A second part of the activity illustrates ways in which immigration to the United States was encouraged.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify factors such as new discoveries and technology which have influenced migration;
2. indicate that a variety of factors influence the selection of a destination by an immigrant;
3. suggest reasons why the United States encouraged immigration; and
4. check hypotheses against additional data.

Materials: Immigrant Case Studies

Estimated Teaching Time: This activity will take about three class periods.

Guidelines: Review with the students their hypotheses from activities one and two in the back of the migration booklet. Tell them that they will be checking these hypotheses against the experience of several immigrants. Have each student read "Trovatten's Journal" and consider the hypotheses as they read.

Then hold a brief class discussion to identify which hypotheses are supported and which are contradicted by Trovatten's experiences.

Next have each student read one of the other four immigrant case studies and again consider the hypotheses. Then draw a chart like the one below on the chalkboard, and in class discussion fill in the chart.

	Trovatten	Hyo Pai	Joseph Howar	Hans Muenzer	Modern Immigrant
Where Immigrant Came From					
When					
Reasons for Leaving					
Reasons for Coming to U.S.					
What Happened After Coming to U.S.					

To introduce the next part of the activity ask the students if the U.S. always welcomed immigrants. They should point out that many attempts were made to limit immigration. Now ask them to speculate about which of the immigrants in these cases came at a time when the U.S. was most willing to accept immigrants. Be sure they support these speculations with good reasons.

Now, divide the class into small groups. Give each group a set of the evidence cards. Ask the groups to decide which time period these cards represent. Then they should make lists of reasons why the U.S. encouraged immigration at this time. After they have completed these lists, discuss them briefly with the students.

Activity 5: A Brief History of Immigration

Introduction: An overview of immigration to the United States is the basis for this activity. The students read the "Brief History" and construct timelines of U.S. immigration. They include on their timelines major world events which have influenced migration. A worksheet helps students to speculate on the extent to which each of these events influenced migration to the United States.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss major stages of U.S. immigration;
2. graphically illustrate major historical events; and
3. relate several historical events to demonstrate interrelationships.

Materials:
- A Brief History of Immigration
- Worksheet to accompany timeline activity

Estimated Teaching Time: Two to three class periods will be needed for this activity.

Guidelines: To begin this activity explain to the students that there has not been an even, steady flow of immigrants into this country. At some times large numbers of people came to the U.S. At other times much fewer people came. This activity will help them to see some of the reasons for these ups and downs.

First have each student read "A Brief History of Immigration." After they have completed the reading, have the students work in small groups to construct timelines showing important events (especially the enactment of immigration laws) in immigration for the past two hundred years. These timelines may be constructed on large sheets of white wrapping paper.

After these timelines have been completed, post them around the classroom. You may have the students refer back to the "Brief History" to check if most of the important dates are included on each timeline.

Then you may briefly discuss with students what factors may have influenced the uneven flow of immigrants. Have them list a few factors. Now, hand out the worksheet, and go over the directions with the students. Be sure they understand what is expected of them. Let each student complete the worksheet individually.

After the worksheets hafe been completed, discuss them with the class. Focus most of the discussion on the reasons given by the students for their responses to each item. After the discussion have each group add the items from the worksheet to its timeline.

Activity 6: How Did They Get Here

Introduction: In this activity the students participate in a simulation game illustrating many of the characteristics of the slave trade. As part of the debriefing of this game, each student reads a brief written account of the slave trade. Then, working in small groups, the students compare the immigration of two other groups -- Chinese and Finns -- to the slave trade. They consider how the immigrations are similar and different.

Objectives: At the conclusion of this activity, the student will be better able to:

1. discuss the large number of reasons why people immigrate and indicate that they may do so both voluntarily and because of force;
2. make and justify decisions;
3. work cooperatively with others to reach a common goal;
4. compare and contrast the experiences of a wide variety of immigrant groups; and
5. discuss the human impact of migrations, both voluntary and forced.

Materials:
- The Slave Trade: Simulation
- Slave Trade Game - 3"X5" cards
- Instructions to Slave Traders
- 1700 Figure Sheet
- 1740 Figure Sheet
- 1780 Figure Sheet
- 1820 Figure Sheet
- The Slave Trade
- Cotton Production
- The Westward Growth of the United States
- Readings of immigrant groups
  "Chinese Immigration"
  "Migration from Finland to the United States

Estimated Teaching Time: Five to six class periods will be needed for this activity.

Guidelines: Part I: In this part of the activity, students, working in pairs or individually, assume the roles of slave traders at four different time periods. They decide how to manage a trading company and learn the results of their decisions.

The trade in human cargo provides a rich topic for an exploration of values. These values are dealt with in more detail after the students do a reading describing the slave trade from the point of view of the slaves. At this point they are asked to consider what costs to society in general resulted from the slave trade.

Major Parts of the Simulation

Round one-1700: This is a period which depicts the early years of the slave trade. The first allocations are made on the basis of no previous experience. In subsequent rounds the students modify their decisions and investments on the basis of their success or failure during the first round and on the basis of new information made available during later stages of the game. It will probably take one class period to complete the first round of play.

Rounds Two and Three-1740, 1780: The demand for cotton and the production of cotton have increased due to a variety of factors, such as the growth of industrialism in England. This increase in cotton production, together with a variety of other factors, has affected the need for slaves in the U.S. and is reflected in increases in the price of slaves. The students have more information on which to base their allocations for these rounds. Approximately one class period will be needed for these two rounds. More time may be required if you wish to hold a thorough class discussion of the additional information between rounds.

Round Four-1820: By this period slave trading has been made illegal. It was abolished by the British in 1807. The value of slaves has increased as they have become more difficult to obtain. The risks of remaining in the slave trade have also increased, it is possible that some traders will be captured. At this point the student has the option of withdrawing from the game. If he decides to continue, it should be made clear that capture will result in total loss -- all money and his freedom as well. After the game has been completed, the students read the description of the conditions experienced by the slaves during the voyage to the New World. The follow-up discussion then focuses on both the value questions as well as some economic questions related to the slave trade.

Playing the Game

It is recommended that students work in pairs to make the management decisions for each trading company. This permits a greater degree of student interaction. If you prefer to have the students work alone, you may have to make more condition cards. You should become totally familiar with all of the student materials before starting the activity.

The First Round: 1700: The first year represents an early period in the slave trade. Students are asked to assume the roles of slave traders. They are supposed to decide how they will start the new trading enterprise. As students enter the later rounds of the game, they can modify their investments as a result of their experiences.

Students must be familiar with the mechanics of the game before they make their first allocations. They should study the section of the student materials entitled "Instructions to Slave Traders", with a copy of the 1700 figure sheet for reference. Each of the traders has $1,500 capital with which to start the game. There is a fixed cost of $500 for each ship that is sent.

Use of Figure Sheets: The figure sheets give information as to costs of slaves, fixed cost per ship, and value of slaves. You may want to make a transparency of the first figure sheet. This will make your explanation of how to use it clearer. A sample filled-in figure sheet is printed in the student materials.

First, each player fills in the blank indicating his amount of capital ($1,500 for each player, or pair of players). The player is then ready to allocate his money. All allocations are made in 25 slave units. During 1700 students may send either one or two ships. Some players may decide to put some of their capital in savings. In savings there is no increase from interest. In the game, the player simply keeps the amount he puts aside as savings.

Figuring Outcomes: When the students have completed their allocations, each student is ready to find out how successful her/his operation has been. There are condition cards marked 1700, and each player or pair of players should draw one card for each ship sent. These cards list percentage losses that are used to figure the income from the year's investment.

Students will recognize that conditions differ from card to card. This is part of the design of the game, and they should discuss these different conditions. The players should be allowed to converse with their neighbors and find out how they fared. They should compare their outcomes with other players and find out why some traders were more successful than others. They should try to obtain information that will help them make more reasonable or profitable allocations in the second round.

You may want to keep this information sharing session formal and teacher-guided, asking students in turn how they made their allocations and how they fared. You may want to have the most successful and the least successful traders talk about the reasons for their outcomes.

Information sharing can also be informal. Students can discuss strategies and outcomes with other members of the class. This approach may keep the game moving at a livelier pace.

The Second and Third Rounds: 1740 and 1780: The next two rounds of allocation (1740 and 1780) should take less class time since students are familiar with the rules and with the figure sheets. The procedures for play are the same as those for the first round. The students should, however, note the changes on each of the figure sheets.

The second round involves allocations for the year 1740. The amount of money they ended with in 1700 should be recorded in the space marked "capital" on the students' 1740 figure sheet. Before students make their allocations, discuss the questions listed in the student materials for this round.

After the allocations have been made condition cards are drawn. Again the players should be allowed to share information about the results of their trading operation. Then hold a brief class discussion

on the questions in the student materials at the end of the 1740 round.

Additional background information is provided for the 1780 round. Students are provided with graphs and a map that give them information about the expansion of cotton production. Information is presented in both a bar graph and a line graph, and you may have to circulate among the students to help those who have problems interpreting graphed information. You may want to make transparencies of the graphs and work with the whole class on how students can use them in making their allocations.

Students should study the graphs and map before making their allocations for 1780. They should be familiar with the changes that have taken place in the figure sheets for 1780. Students then follow the same steps as in the previous rounds.

The Fourth Round: 1820: Preparation for the play is of great importance. There is reason to spend time covering the transition period between 1780 and 1820 so that students are familiar with the changes that have taken place, especially in the legal status of the slave trade. Explain to them that by 1820 the slave trade has become illegal. It was outlawed by the British in 1807. Ask your students to speculate on what effects, if any, this will have on A) the demand for slaves, B) the supply of slaves, and C) the price of slaves. The students will see from a look at the 1820 figure sheet that the value of slaves has increased as they have become more difficult to obtain. The risks of remaining in the slave trade have also increased; it is possible that some traders will be captured. At this point the students have the option of withdrawing from the game. Those students who choose to continue should be aware that their capture will result in total loss -- all money and freedom as well. If a student draws one condition card with "CAPTURE--WIPE OUT" on it, he is out of the game. A "SLAVE REVOLT--WIPE OUT" card affects only the ship for which that card is drawn.

Students who wish to continue should make their allocations as they did the previous rounds. When students draw their condition cards, you will find that many get "CAPTURED". Those who are not "CAPTURED", however, will make enormous profits. You may find at some points that some of the "CAPTURED" students claim that the game is unfair. They should point out that the people who were not "captured" made a great deal of money while those who were "captured" lost everything. This is the time to stop the class and ask them to consider the slave trade from the slave's point of view.

WAS THE SLAVE TRADE FAIR TO THE SLAVE? WHY OR WHY NOT?

WHAT DID THE SLAVE LOSE?

HOW WOULD YOU HAVE FELT IF YOU HAD BEEN A SLAVE?

DO YOU THINK THE GAME SHOWED THE SLAVE TRADE AS IT REALLY WAS? WHY OR WHY NOT?

WHAT THINGS DID THE GAME NOT SHOW ABOUT THE SLAVE TRADE?

Following this discussion have the students read "The Slave Trade" to get an idea of the way the slaves saw the slave trade. Although the reading is a secondary source, it is graphic enough to convey the inhumanity of the slave trade. As they read it, the students should compare the information in the reading with that in the game.

WHAT CONDITIONS WERE EXPERIENCED ON BOARD SLAVE SHIPS? WHICH OF THESE WERE NOT ILLUSTRATED IN THE GAME?

FROM THE GAME DID YOU GET A DIFFERENT PERCEPTION OF THE SLAVE TRADE THAN FROM THE READING? HOW WAS IT DIFFERENT?

DID MOST SLAVERS PACK THEIR SHIPS TIGHTLY OR LOOSELY? DID THE GAME SHOW WHY THEY PACKED THIS WAY? EXPLAIN YOUR ANSWER.

HOW DID THE SLAVERS DEAL WITH SOME OF THE CONDITIONS ON SHIP? DID THE GAME DEAL WITH THIS?

ABOUT WHAT PERCENTAGE OF SLAVES WERE LOST DURING THE VOYAGE? DO THE GAME AND THE READING AGREE OR DISAGREE ON THIS POINT?

WHAT THINGS AFFECTED THE PRICE OF SLAVES? CITE FACTORS FROM BOTH THE READING AND THE GAME.

Finally, you should ask your students to consider the following question:

WHAT WERE THE COSTS OF THE SLAVE TRADE?

The students should be encouraged to answer this question in as many different ways as they can think of. They should be able to point out that the cost was shared by the society and those who were enslaved.

Part II: Now explain to students that the slave trade was a unique kind of immigration. Ask them how they think it may have been similar to or different from other immigrations. Let them speculate on this point for only a short time. Then have each student read one of the readings -- "Chinese Immigration" or "Migration from Finland to the United States." As they do this reading, they should look for similarities to the slave trade and differences from it. After the reading has been completed, draw a chart like that below, and have the students help fill it in during a class discussion.

	Reasons for coming to the U.S.	What they did in the U.S. (jobs)	Conditions or Problems faced in the U.S.
African Slaves			
Finnish Immigrants			
Chinese Immigrants			

Activity 7: Researching an Immigrant Group

Introduction: To further expand their understanding of immigration to the United States and to apply some of the concepts and generalizations from earlier parts of the unit, the students engage in a research project in which they focus on a group other than those treated in the foregoing activity. To help to find information, the students use the Multi-Ethnic Data Cards. Their findings are presented in maps, charts, drawings, photographs, or a short narrative.

Objectives: At the conclusion of this activity, the students will be better able to:

1. locate information about a specific immigrant group;
2. organize information to be presented in a written or pictorial presentation;
3. apply previously learned concepts and generalizations in the study of new groups; and
4. construct maps, charts, etc., which illustrate the experiences of various immigrant groups.

Estimated Teaching Time: This activity will require about three class periods. Much of this time will probably have to be spent in the school library.

Guidelines: Explain to students that in this activity they will consider an immigrant group of their choice. The students will work individually although more than one student may study the same group.

The first step for each student should be to identify the group to be studied. You may have to provide the students with options from which they may select their own choices. The Multi-Ethnic Data Cards may be helpful in providing these options. They will also help the student in locating information about the group of his/her choice.

Now explain to students that they should research the groups, using at least two sources of information.

After they have completed their research, the students should prepare brief reports of the groups studied. They may follow the same format as used in the previous activity—i.e., "Chinese Immigration"—in making their reports. In addition to a brief narrative, however, they may add photographs, drawings, maps, or charts to their reports.

Activity 8: What Kind of People Migrate?

Introduction: This photo exercise focuses on the way in which migration tends to be selective in terms of age and sex. The students analyze photographs of immigrants and formulate hypotheses about the age, sex, marital status of immigrants. These hypotheses are then checked against data.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the age and sex of immigrants from photographs;
2. form tentative hypotheses about the kind of people who immigrated to the United States.

Materials:
- Evidence Cards of Immigrants
- Worksheet to accompany posters
- "Age and Sex of Immigrants"

Estimated Teaching Time: This activity will require one class period.

Guidelines: Have the students work in small groups during this activity. Give each small group a set of the eight evidence cards and one copy of the accompanying worksheet. Then have each group complete the worksheet.

After they have completed the worksheet, discuss the questions with the students. Have them state two hypotheses—

one regarding the age of immigrants and one regarding the sex of immigrants.

Then hand out "Age and Sex of Immigrants", and have the students check their hypotheses. Ask them to offer some reasons why the immigrants tended to be young and male.

Activity 9: Interviewing a Migrant

Introduction: To get a more personal view of the process of migration/immigration, each student conducts an in-person interview with a person who immigrated to the United States or migrated to the local community from elsewhere in this country. Class time is employed to design appropriate interview questions and to practice some interviewing skills. The results of the interviews are reproduced in writing and/or in tape. A summary discussion compares the findings of the different students.

Objectives: At the conclusion of this activity, the students will be better able to:

1. apply a given set of criteria to identify significant questions;
2. employ interviewing techniques to gather information about the immigration process; and
3. compare and contrast the findings of their own interviews with previously considered written accounts.

Estimated Teaching Time: About one and one-half class periods followed by two days of out-of-class work and another two class periods will be needed for this activity.

Guidelines: In earlier activities in this unit, the students have read about the experience of migrants and immigrants. This activity gives them an opportunity to gather first-hand information about migration, either within the United States or from another country to the United States.

Explain to them that they will work in teams of three or four. Each team will interview a migrant/immigrant and briefly report their findings to the rest of the class.

The first things students will have to do is design an interview format or set of questions. Two examples of such formats are provided here for their review. Ask them to explain how a "good" interview question can be identified. Discuss the difference between leading questions, open-ended questions, and questions which lead to yes-no answers.

After the students have identified the questions they plan to use, you may wish to role-play an interview between two students. Have one student take the role of an immigrant/migrant. She/he may respond to the questions as one of the people considered in Activity 4.

Next the teams should identify interview subjects, contact them, and conduct the interviews. The next step is to organize the results of the interview into a brief oral presentation. This presentation should be made to the rest of the class.

These presentations may then be discussed. The experiences of the immigrants/migrants interviewed by the students should be compared with those described in the readings in the earlier part of this unit.

Activity 10: Reactions to Emigration

Introduction: Through a brief true-false test which they check themselves, the students learn about the restrictions placed on emigration by various countries from which people came to the U.S. Some of these restrictions were meant to protect the migrants, others were meant to discourage large-scale emigration, and still others were meant to prevent certain kinds of people from emigrating. A brief follow-up discussion helps students to clarify the reasons behind the restrictions.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which laws of the various homelands affected migration to the United States;
2. compare and contrast restrictions on emigration with those on immigration; and
3. evaluate the impact of such restrictions on particular groups or individuals.

Materials: True-False Test: How Did Home Countries React to Emigration?

Estimated Teaching Time: This activity will take no more than one class period.

Guidelines: Explain to the students that so far they have looked at immigration from the perspective of the United States. Ask them to consider what other countries may have thought about large-scale migrations of their people to the United States.

The students should suggest that these countries would probably have raised some objections to such large-scale emigration. At this point hand out "How Did Home Countries React To Emigration?" with the answer sheet. Each student should try to answer all the questions before checking the answer sheet.

The following questions may help guide a brief follow-up discussion:

- Were the reactions of these governments like the U.S. attempts to limit immigration by particular groups? If so, in what ways?

- Did these restrictions affect immigration to the U.S.? If so, in what ways?

- Do you think it was fair for the governments in these countries to try to stop emigration? Why or why not?

- What would you have done if you had lived in one of these countries and wanted to go to the U.S.? Why?

Activity 11: The Vietnamese Immigration

Introduction: Throughout most of its history the United States has welcomed political refugees. In recent decades refugees have come to the U.S. from eastern Europe, Cuba, and most recently from Indochina. This activity focuses on a photo history of the Vietnamese immigration. Students discuss factors leading to the rapid movement of so many people from one country to another. They also consider the extent to which the United States is "obligated" to the Vietnamese who have come here. Working in small groups, the students then compare the Vietnamese with either the Cubans of the early 1960s or the Hungarians of the late 1950s.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify political factors which have influenced recent immigration;
2. compare and contrast the experiences of different refugee groups; and
3. discuss the difference between a moral and a political commitment to a group of people.

Materials: - Photo History: The Vietnamese Refugees
- Overviews of the Cuban and Hungarian Refugees

Estimated Teaching Time: About two class periods will be needed for this activity.

Guidelines: Very briefly review with the students some factors affecting immigration. Ask them what effects wars and revolutions might have on emigration from the countries involved. They should be able to explain that many people try to escape from what they think will be a dangerous environment. The danger may come from actual fighting or from a hostile government coming to power.

Then have the students read the photo history of Vietnamese Refugees. After they have completed the reading, discuss the following questions with them:

- What did the refugees want to find in the United States?
  (Most students should point out that the refugees were seeking safety).

- The U.S. had been supporting the South Vietnamese. How did this influence the refugees and their choice of destination?
  (Many of these people worked for the U.S. They also had a great deal of contact with Americans, who gave them a great deal of information about the United States).

- Since the U.S. had supported the South Vietnamese, do you think our country had a responsibility to help the Vietnamese refugees? Why or why not?
  (The answers to this question will vary. Probe the students' reasoning behind their answers. Help them to distinguish between a moral commitment and a political commitment).

Next, have the students organize into small groups. Give each group either the reading about the Hungarian Refugees or that about the Cuban Refugees. As they read these short readings, the students should consider the ways in which the Vietnamese Refugees are similar to and different from the Cuban or Hungarian Refugees. Each group should discuss this question after they have completed their reading. Have each group prepare a list of similarities and differences. The different groups may then share their lists in a brief discussion.

Finally, ask the students to consider whether or not the U.S. has a moral responsibility to provide a place to live in safety for any and all political refugees.
(This value question should stimulate a heated discussion. Be sure that you continually require students to explain the reasons behind their points of view).

Activity 12: Where Would You Go?

Introduction: In this slide activity students are asked to consider how well they would like to move to each of ten locations throughout the world. They then consider reasons for feeling as they do. In addition, they speculate about the problems they would face in adjusting to a new home. The summary discussion helps them to relate this exercise to the experiences of immigrants to the United States in the past.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors which influence the selection of a destination by a migrant; and
2. identify and discuss factors which influence the adjustment of immigrants to a new home.

Materials:
- Slides: 10 locations around the world.
- Worksheet to accompany slides.

Estimated Teaching Time: This activity will require about one and one-half class periods.

Guidelines: To begin this activity go over the first page of the "Moving" worksheet with the students. Have them fill in the section on problems a person faces when moving from one place to another. Then ask the students to share these with the rest of the class. Some things that you might expect them to mention are:

- meeting new friends
- finding a new home
- learning a new job
- finding out where to go for fun
- finding out where to shop

Then have the students consider the difference between people moving from neighborhood to neighborhood and people moving from one country to another. Students should indicate that the latter will probably face more problems. Among other things, international migrants must usually learn a new language, a new political system, new behavior patterns, a new social system, a new occupation.

To be sure that the students understand what they are expected to do, work through slide 1 with them. Let them do the rest of the slides on their own. Keep the pace rather brisk. The activity can drag if students spend too much time on each slide. Go through all the slides before you start the discussion.

The discussion should focus on the reasons why a place is attractive or not attractive as a site of potential migration. In addition the problems of adjustment at each place should be fully explored. It may be a good idea to list all of these factors on the chalkboard in the following manner:

Reasons Why A Place Is Attractive	Reasons Why A Place Is Not Attractive	Problems Of Adjustment

Such a listing will serve to help summarize the ideas generated in the discussion.

Activity 13: Migration within the United States

Introduction: In this activity each student reads one of several different case studies of migration within the U.S. A worksheet and discussion then help them to compare these different cases. One of the case studies illustrates that the movement of one group of people is often accompanied by the displacement of another. Students are encouraged to consider the value implications of such displacement. They also compare the experiences of internal migrants with immigrants. A filmstrip focusing on the experience of a Native American rural to urban migrant helps illustrate some problems of adjustment in internal migrations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast the experiences of different groups of migrants;
2. identify factors which may influence migration as well as immigration; and
3. discuss alternative courses of action which may have been followed by migrating groups or those displaced by such groups.

Materials:
- Case studies of internal migrations:
  "The Removal of the Choctaw Indians"
  "North from Mexico"
  "Atlanta: New Mecca for Young Blacks"
- Worksheet to accompany case studies
- Filmstrip: My Move to the City

Activity 14: The Stages of Migration

Introduction: Students are provided with several photographs of people during different phases of the migration process. Working in small groups, the students put these photos into sequence and prepare a short narrative describing the process from beginning to end.

Objectives: At the conclusion of this activity, the students will be better able to:

1. represent pictorially and in writing the various steps involved in migration/immigration; and
2. apply previously learned concepts and generalizations to new data.

Materials: Fourteen photographs of migration/immigration

Estimated Teaching Time: Two class periods will be required for this activity.

Guidelines: Divide the class into small groups of about five students for this activity. Give each group a set of the fourteen evidence cards. Tell the students that these cards illustrate different activities during the immigration process. Their task is to put the cards in an order which tells the story of an immigrant. They may attach the cards to large sheets of white wrapping paper. In addition, each group should write a brief narrative to accompany the photos. This narrative should be in the form of captions for the photographs. (The students need not use all the photographs.) When these stories are completed, they may be posted around the classroom, and each group may briefly explain its story to the rest of the class.

There is no absolutely "right" order to the cards, but some short descriptions of the cards are provided here in one possible order.

Card 12 and 13: News of the New World came to the old country in many ways. Sometimes letters from earlier immigrants were read to people in the old country. Land agents and others also were sent to encourage people to come to the United States.

Card 9: The people spent many hours discussing the possible advantage of moving to the United States.

Card 1: When a person or family decided to make the move, a passage contract with a ship company was signed.

Card 2: The immigrants then said goodbye to their friends and often to other family members.

Card 11: A few precious or useful belongings were all that the immigrants could bring with them.

Card 7: The immigrants boarded ships bound for the New World.

Estimated Teaching Time: If you assign the readings as homework, this activity should take no more than two class periods. If the students do the readings in class, the activity may take three class periods.

Guidelines; Part I: Explain to the students that so far they have considered the processes of emigration -- leaving one country for another -- and immigration -- moving to one country from another. This activity considers migration from one place to another within the same country.

Ask each student to select one of the three cases. Before they begin their reading, go over the worksheet with them to insure that they understand all of the questions. They should understand that the discussion following the reading will help them to compare and contrast the three cases.

After the students have completed the reading and finished the worksheets, hold a general class discussion focusing on the questions from the worksheet. An easy technique for helping the students to make the comparisons might be to draw a chart like the one below on the chalkboard. The students can then supply information to fill in the cells of the chart.

	Forced	By Choice	Reasons for Migrating	Problems of Adjustment
Choctaw				
Blacks				
Spanish/Mexicans				

After they have compared the cases, turn the students' attention to some of the value questions regarding these migrations. For example, do they think the whites had a moral right to move the Choctaw as they did? Should the Spanish have tried to force their religion on the Indians?

Part II: When you have completed the discussion of the readings, tell the students that they are about to see a filmstrip on an American Indian who moves from a reservation to the city. Have them speculate on some of the reasons why this person may wish to move and on some of the problems of adjustment which might be faced. Record these speculations on the chalkboard. Then show the filmstrip, "My Move to the City."

Following the filmstrip, add Samuel Rock to your chart. Have the students help to fill in the information. Then ask if they think that this person's reason for moving to the city are the same or different as those of the black people moving to Atlanta. Then, they should be asked to consider problems which may be faced by Indians here which blacks do not face in Atlanta.

Finally, ask the students if they think migrating within the same country is like immigrating to a new country. If so, in what ways?

Card 5: The voyage was long and tedious.

Card 10: Often people became sick; some even died during the long crossing.

Card 6: Finally, the immigrants arrived in the U.S.

Card 8: Many passed through Ellis Island...

Cards 3 and 14: where they were checked for diseases and registered.

Card 4: In the New World, some people lived in crowded, low-cost neighborhoods. Other earlier immigrants often found free land and followed a life of farming.

Activity 15: Americans on the Move

Introduction: This activity is comprised of a brief article from a recent issue of Time magazine and a discussion of that article. The recent trends in U.S. migration are summarized in the article.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors which are still influencing migration in this country; and
2. suggest reasons why migration will or will not continue to be an important aspect of American life in the future.

Materials: "Americans on the Move"

Estimated Teaching Time: Depending on whether or not you choose to assign the reading as homework, this activity will take between one and one-and-a-half class periods. The discussion should require only one-half a class period.

Guidelines: Explain to the students that they have looked at migration historically in this unit. This activity will help them to recognize trends which may continue in the future.

Before they begin their reading, ask the students to list quickly some factors which influence migration. They should be able to list economic, political, and social factors. Tell them to consider these factors as they read "Americans on the Move."

After the reading, a general class discussion should focus on the following questions:

- In what ways are these reasons like those of earlier immigrants and migrants? In what ways are they different?
- Are some reasons becoming more important than others?
- What will be some of the effects of the migration to the Sun Belt?
- Do you think anything should be done to slow down or stop the migration? If so, what and why?

  (Draw a comparison with restrictions against emigration, Activity 11).
- Do you think people will continue to migrate in the future? If so, why?

Note: You may wish to have students write out answers to these questions to prepare for the discussion.

Response Sheet

Evidence Cards: A and __

Conditions Favoring Migration	Conditions Against Migration
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________
4. ________________	4. ________________
5. ________________	5. ________________

Your Decision: ________________________________

Your Reasons: ________________________________

Immigration Timeline Worksheet

Directions: Each of the events listed below may have affected immigration to the United States. Some may have had a greater effect than others. Consider each item carefully; then mark it either Little Influence, Some Influence, or Great Influence. Then write a brief reason why you marked it as you did.

1. The Declaration of Independence (1776)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

2. French Revolution (1789)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

3. The Cotton Gin is Invented (1793)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

4. The First Steamboat is Demonstrated in the United States (1807)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

5. Potato Famine in Ireland (1846)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

6. Revolutions in Many European Countries (1848)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

7. Discovery of Gold in California (1849)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

8. A Cheap Steel-Making Process is Developed in the U.S. (1851-56)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

9. Civil War (1861-65)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

10. Almost Constant Wars Between Whites and Indian Tribes in the Western Part of the U.S. (1865-86)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

11. The U.S. Gets Puerto Rico, Guam, and the Philippines after the Spanish-American War (1898)

Little Influence	Some Influence	Great Influence

Reasons: ____

____

____

12. World War I (1914 - 1918)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

13. Russian Revolution (1917)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

14. World-wide Economic Depression

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

15. World War II (1939 - 1945)

Little Influence	Some Influence	Great Influence

Reasons: ______________________________

____

____

SLAVE TRADE GAME - 3"X5" CARDS

1700 - white cards	SMOOTH VOYAGE, NO LOSS - 16
	SMALL POX, Under 100 - 10% loss)- 8 Over 100 - 20% loss)
	FOOD SHORTAGE, Under 100 - 10% loss) - 7 Over 100 - 20% loss)
1740 - yellow cards	SMOOTH VOYAGE, NO LOSS - 9
	SMALL POX, Under 100 - 10% loss) - 10 Over 100 - 20% loss)
	FOOD SHORTAGE, Under 100 - 10% loss) - 10 Over 100 - 20% loss)
	STORM, Under 150 - NO LOSS) - 10 Over 150 - 10% LOSS)
	SLAVE REVOLT, 20% LOSS - 5
1780 - green cards	DISEASE, Under 200 - 20% LOSS) - 21 Over 200 - 50% LOSS)
	STORM, Under 150 - NO LOSS) - 5 Over 150 - 10% LOSS)
	SMALL POX, Under 100 - 10% LOSS) - 10 Over 100 - 20% LOSS)
	FOOD SHORTAGE, Under 100 - 10% LOSS) - 10 Over 100 - 20% LOSS)
	SMOOTH VOYAGE, NO LOSS - 10
	SLAVE REVOLT, 50% LOSS - 14
	20% LOSS - 15
1820 - white cards	CAPTURE, WIPE OUT - 15
	FOOD SHORTAGE, Under 100 - 10% LOSS) - 5 Over 100 - 20% LOSS)
	SMOOTH VOYAGE, NO LOSS - 9
	DISEASE, Under 200 - 20% LOSS) - 5 Over 200 - 50% LOSS)
	SMALL POX, Under 100 - 10% LOSS) - 5 Over 100 - 20% LOSS)
	STORM, Under 150 - NO LOSS) - 5 Over 150 - 10% LOSS)
	SLAVE REVOLT, WIPE OUT - 15
	SLAVE REVOLT, 50% LOSS - 15

1700 FIGURE SHEET

CAPITAL $1,500

SHIP NO.	NUMBER OF SLAVES (MAX. 150/SHIP)	COST/SHIP (MULTIPLY NUMBER OF SLAVES TIMES $10 AND ADD $500 OPERATING COST/SHIP)
1	25	$750
2	25	$750

$ —— SAVINGS

$1,500 TOTAL SHIPPING COST

$1,500 TOTAL

1700 OUTCOME SHEET

SHIP NO.	PERCENT LOST	NUMBER OF SURVIVING SLAVES	VALUE OF SLAVES (MULTIPLY NUMBER OF SURVIVING SLAVES TIMES $50)
1	0	25	$1,250
2	10	22	$1,100

$ —— SAVINGS

$2,350 SHIPPING INCOME

$2,350 TOTAL INCOME

1700 FIGURE SHEET

CAPITAL $ ________

SHIP NO.	NUMBER OF SLAVES (MAX. 150/SHIP)	COST/SHIP (MULTIPLY NUMBER OF SLAVES TIMES $10 AND ADD $500 OPERATING COST/SHIP)
1		$
2		$

$ ________________ SAVINGS

$ ________________ TOTAL SHIPPING COST

$ ________________ TOTAL

1700 OUTCOME SHEET

SHIP NO.	PERCENT LOST	NUMBER OF SURVIVING SLAVES	VALUE OF SLAVES (MULTIPLY NUMBER OF SURVIVING SLAVES TIMES $50)
1			$
2			$

$ ________________ SAVINGS

$ ________________ SHIPPING INCOME

$ ________________ TOTAL INCOME

1740 FIGURE SHEET

CAPITAL $ ______

SHIP NO.	NUMBER OF SLAVES (MAX. 200/SHIP)	COST/SHIP (MULTIPLY NUMBER OF SLAVES TIMES $10 AND ADD $500 OPERATING COST/SHIP)
1		$
2		$
3		$
4		$
5		$

$ ______ SAVINGS

$ ______ TOTAL SHIPPING COST

$ ______ TOTAL

1740 OUTCOME SHEET

SHIP NO.	PERCENT LOST	NUMBER OF SURVIVING SLAVES	VALUE OF SLAVES (MULTIPLY NUMBER OF SURVIVING SLAVES TIMES $100)
1			$
2			$
3			$
4			$
5			$

$ ______ SAVINGS

$ ______ SHIPPING INCOME

$ ______ TOTAL INCOME

1780 FIGURE SHEET

CAPITAL $______

SHIP NO.	NUMBER OF SLAVES (MAX. 250/SHIP)	COST/SHIP (MULTIPLY NUMBER OF SLAVES TIMES $10 AND ADD $500 OPERATING COST/SHIP)
1		$
2		$
3		$
4		$
5		$

$______ SAVINGS

$______ TOTAL SHIPPING COST

$______ TOTAL

1780 OUTCOME SHEET

SHIP NO.	PERCENT LOST	NUMBER OF SURVIVING SLAVES	VALUE OF SLAVES (MULTIPLY NUMBER OF SURVIVING SLAVES TIMES $150)
1			$
2			$
3			$
4			$
5			$

$______ SAVINGS

$______ SHIPPING INCOME

$______ TOTAL INCOME

1820 FIGURE SHEET

CAPITAL $

SHIP NO.	NUMBER OF SLAVES (MAX. 250/SHIP)	COST/SHIP (MULTIPLY NUMBER OF SLAVES TIMES $10 AND ADD $500 OPERATING COST/SHIP)
1		$
2		$
3		$
4		$
5		$

$ SAVINGS

$ TOTAL SHIPPING COST

$ TOTAL

1820 OUTCOME SHEET

SHIP NO.	PERCENT LOST	NUMBER OF SURVIVING SLAVES	VALUE OF SLAVES (MULTIPLY NUMBER OF SURVIVING SLAVES TIMES $200)
1			$
2			$
3			$
4			$
5			$

$ SAVINGS

$ SHIPPING INCOME

$ TOTAL INCOME

Immigrant Worksheet

Look closely at the photographs on the evidence cards and answer the following questions.

1. Do you think most of the immigrants shown came from Europe or Asia?

2. How did the immigrants travel?

3. How many possessions did the immigrants bring with them from the old country? Why?

4. Do you think most of the immigrants were married or single? Why?

5. About how old do you think most of these immigrants were? Why?

6. Do you think more immigrants were men or women? Why?

Developing Interviewing Skills

An interview can be a very effective way of gathering information; the most crucial aspect of an interview is the set of questions used. Poorly worded questions may result in misleading information. This exercise is designed to develop some skills in structuring interviews. Four sample topics have been listed below, and four questions are listed after each topic. Rank the questions after each topic according to how effective they are in gaining significant information. The question ranked number one is the most effective in gaining significant information. After you have ranked the questions after each topic, write a brief statement explaining your reasons for selecting that particular ranking.

1. WATER POLLUTION: HOW SHOULD IT BE STOPPED?

___ a. Are you in favor of stopping water pollution?

___ b. Do you think the federal government should enact strict legislation to prevent further pollution of rivers and lakes?

___ c. Who do you think is most responsible for the current water pollution problems in this country?

___ d. Would you please list 5 steps that you think should be taken to prevent further water pollution in this country?

Reasons for ranking:

2. BUSING AS A MEANS OF PROMOTING SCHOOL DESEGREGATION.

___ a. Do you think segregated schools are equal?

___ b. You don't want your child riding a bus halfway across town, do you?

___ c. Would you state your feelings about the advantages and disadvantages of busing as a means to achieve racial balance in our schools?

___ d. Is busing an effective way of desegregating schools?

Reasons for ranking:

3. UNEMPLOYMENT: ITS EFFECTS ON THE UNEMPLOYED.

___ a. Is there any way to avoid unemployment?

___ b. Would you please list some of the ways that unemployment hurts the economy?

___ c. As an unemployed worker, would you please list the three most important effects of unemployment on you and your family?

___ d. Unemployment is bad because it causes people to lose their pride, isn't that right?

Reasons for ranking:

4. THE VIET NAM WAR: ITS EFFECTS ON OUR NATION.

___ a. Isn't the Viet Nam War helping our country?

___ b. Would you explain the ways in which the Viet Nam War has affected you and your family?

___ c. How has the Viet Nam War helped our economy?

___ d. Please list for us the four most important effects -- good or bad — on the United States resulting from our involvement in Viet Nam.

Reasons for ranking:

Now find yourself a partner to work with. Check your rankings with his or hers; also check your reasons for ranking the questions as you did. Then, using the rankings and reasons, prepare a statement describing the characteristics of good interview questions and those of poor interview questions. This statement should be shared with the rest of the class. The class, as a group, should then develop a common list of characteristics for good interview questions and a list of characteristics for poor interview questions. These lists may then be used in the future to check your own or other people's interview questions.

YOUR IMMIGRANT ANCESTOR ON THE MOVE

When most Europeans, Asians, and Africans came to the United States, they had problems similar to those you would have if you moved to a new country. Many of them had to learn a new language, all of them had to learn how to use new kinds of money, and the clothing and foods were often different from those available in their homelands. Large numbers of these immigrants had to work in jobs requiring new skills. Those who moved to the wilderness frontier and the crowded cities of the East often found life hard, confusing, and filled with unexpected dangers.

Now that you have considered your own experiences in moving from one place to another and have done some thinking about the kinds of problems you might face if you moved to a new land, you can compare your ideas and experiences with those of your immigrant ancestors, the people who really made a big move during their lifetimes.

FINDING OUT ABOUT AN IMMIGRANT ANCESTOR

Have a parent or other relative help you with these questions. You may have to do some guessing about the answers to several of the questions.

1. Give the name of one of your ancestors who came to America from another land.
2. When did this immigrant ancestor come to the United States?
3. Where did he or she come from?
4. How old was this person when he or she came to the United States?
5. Why did he or she come to the United States?
6. Was this person married or single when he or she moved to the United States?
7. What kind of work did this person do in his or her homeland?
8. What was the first job this person had in the United States?
9. Where did this person first live in the United States?
10. What kinds of problems did this person face when he or she first came to the United States?
11. How did he or she deal with these problems?
12. Did this person have a better life in the United States? Explain your answer.

HOW DID HOME COUNTRIES REACT TO EMIGRATION?

DIRECTIONS: Consider what you already know about migration and immigration into the United States. Using this information, try to reason out the answers to the following questions. In a lot of cases you will just have to take some educated guesses. Answer all the questions as best you can. Then you can check yourself with the answer sheet.

1. Religious leaders in Norway were in favor of people leaving for America.

   _____ True _____ False

2. The Austro-Hungarian government had an agreement with a large steamship line to carry people from its land to America.

   _____ True _____ False

3. From 1800 to 1850 the Chinese government tried to keep people from leaving China.

   _____ True _____ False

4. One reason why many countries tried to stop emigration was that they were losing too many workers.

   _____ True _____ False

5. In 1868 a treaty between China and the United States put a stop to all Chinese immigration to the United States.

   _____ True _____ False

6. In Austro-Hungary the newspapers encouraged people to go to the United States.

   _____ True _____ False

7. For most of the 1800's the Japanese government was in favor of people moving to the United States.

   _____ True _____ False

8. The Austro-Hungarian government issued orders against emigration.

_____ True _____ False

9. In 1907 the Japanese and American governments reached a gentlemen's agreement to slow migration of Japanese to America.

_____ True _____ False

10. In the late 1700's and early 1800's the Chinese government looked for new contacts with other nations.

_____ True _____ False

11. The Philippine government wants to limit the number of doctors and nurses leaving for the United States.

_____ True _____ False

ANSWER SHEET

1. False. The Norwegian church was against emigration. It felt that those who left Norway were traitors. No church people went with the first Norwegian settlers in the United States.

2. True. In the early 1900's the Cunard Company was allowed to transport people from Austria-Hungary to the United States. The company was guaranteed 30,000 fares a year by the government.

3. True. The laws of the Chinese government at this time said that no Chinese could leave China. This law became difficult for the Chinese to enforce, however.

4. True. A Croatian professor described the effects of emigration this way: "The best part of our people has emigrated, mostly to America. If this continues, Croatia will disappear. The strongest young men are going across the sea. Only the old people, women, and children are staying at home. Two days ago I was talking to the man who makes passports. In the past three months he has made 30,000 passports."

5. False. In 1868 the Burlingame Treaty was signed by China and the United States. It said that both governments recognized the rights of free emigration and immigration. It allowed many Chinese to leave China for the United States.

6. False. The newspapers tried to discourage people from leaving for the United States. One way they did this was by printing certain letters from people in America. These were the worst letters. They

described bad conditions and experiences in the U.S. These letters were meant to frighten people into staying home. The papers, however, were not successful. People continued to move to the United States.

7. False. Japan's ruler was called the Mikado. He strictly forbade his people from emigrating. Finally, he was convinced by planters in Hawaii to let some people leave Japan. In 1885 the first Japanese immigrants came to Hawaii.

8. True. Like many other governments in Europe and Asia, the Austro-Hungarian tried to stop emigration by making laws against it. These laws were difficult to enforce.

9. True. Many people in the U.S. wanted a law that would not allow any more Japanese to come to this country. The Japanese government was upset by this. In 1907 the U.S. president, Theodore Roosevelt, and the Japanese government agreed to slow down the flow of Japanese to this country. It did not actually stop Japanese immigration. The Japanese government did not issue passports to unskilled laborers. But Japanese living here could send for their wives to join them. Thousands of Japanese women came to the U.S. after 1907.

10. False. The government of China thought of all outsiders as barbarians. They wanted as little contact with them as possible. Until 1840 only one Chinese port was open to traders from other countries. This was the city of Canton.

11. True. Leaders of the medical professions have written a plan to require new doctors and nurses to serve in a local job before they are permitted to leave the Philippines.

MOVING

Moving can be a very exciting experience. It can also be frightening sometimes. When a person moves from one place to another, that person will face many problems. Can you think of some of these problems?

____

____

____

____

____

Sometimes people move from one neighborhood to another in the same city. Do these people face as many problems as people who move from one country to another? Why or why not?

This exercise is designed to help you think about why people choose to move to certain places and what kinds of problems they face in adjusting to their new homes.

For each slide shown you are to decide how much you would like to move to the place pictured in that slide. Then you should write down your reasons for feeling the way you do about moving to that place. Next, you are adked to indicate how difficult you think it would be to adjust to life in the place shown in that slide. And finally, you are to list the problems of adjustment you would be likely to face if you moved to the place pictured in that slide.

Slide 1: The Highlands of Arabia

How would you like to move here?

Not at All					Very Much
1	2	3	4	5	6

Reasons: ______________________________

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult					Very Easy
1	2	3	4	5	6

Problems of adjustment you would face if you were to move here:

____

____

____

____

____

Slide 2: Hibb's Cove, Canada

How would you like to move here?

Not at All					Very Much
1	2	3	4	5	6

Reasons: ____

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult					Very Easy
1	2	3	4	5	6

Problems of adjustment you would face if you were to move here:

____

____

____

____

____

Slide 3: Vladimir, U.S.S.R.

How would you like to move here?

Not at All					Very Much
1	2	3	4	5	6

Reasons: ____

How easy would it be for you to adjust to life here?

Very Difficult					Very Easy
1	2	3	4	5	6

Problems of adjustment you would face if you were to move here?

Slide 4: Jerusalem, Israel

How would you like to move here?

Not at All — Very Much

1 2 3 4 5 6

Reasons: ______________________________

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult — Very Easy

1 2 3 4 5 6

Problems of adjustment you would face if you were to move here?

____

____

____

____

____

Slide 5: Chad (Africa)

How would you like to move here?

Not at All — Very Much

1 2 3 4 5 6

Reasons: ____________________

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult — Very Easy

1 2 3 4 5 6

Problems of adjustment you would face if you were to move here?

____

____

____

____

____

Slide 6: Toodyay Station, Australia

How would you like to move here?

Not at All					Very Much
1	2	3	4	5	6

Reasons:

How easy would it be for you to adjust to life here?

Very Difficult					Very Easy
1	2	3	4	5	6

Problems of adjustment you would face if you were to move here?

Slide 7: Tokyo, Japan

How would you like to move here?

Not at All — Very Much

1 2 3 4 5 6

Reasons: ____________________

How easy would it be for you to adjust to life here?

Very Difficult — Very Easy

1 2 3 4 5 6

Problems of adjustment you would face if you were to move here?

Slide 8: Sahara Desert (Africa)

How would you like to move here?

Not at All					Very Much
1	2	3	4	5	6

Reasons: ____

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult					Very Easy
1	2	3	4	5	6

Problems of adjustment you would face if you were to move here?

____

____

____

____

____

Slide 9: Toronto, Canada

How would you like to move here?

Not at All — Very Much

1 2 3 4 5 6

Reasons: ______________________________

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult — Very Easy

1 2 3 4 5 6

Problems of adjustment you would face if you were to move here?

____

____

____

____

____

Slide 10: Schwabisch - Hall, Germany

How would you like to move here?

Not at All — Very Much

1 2 3 4 5 6

Reasons: ____

____

____

____

How easy would it be for you to adjust to life here?

Very Difficult — Very Easy

1 2 3 4 5 6

Problems of adjustment you would face if you were to move here?

____

____

____

____

____

Migration within the U.S. Worksheet

Name of reading you did: ______________________________

____

1. Were the people in the case you read forced to move, or did they move by choice?

2. If they were forced to move, who made them move and why?

3. If they moved by choice, what reasons did they have for moving?

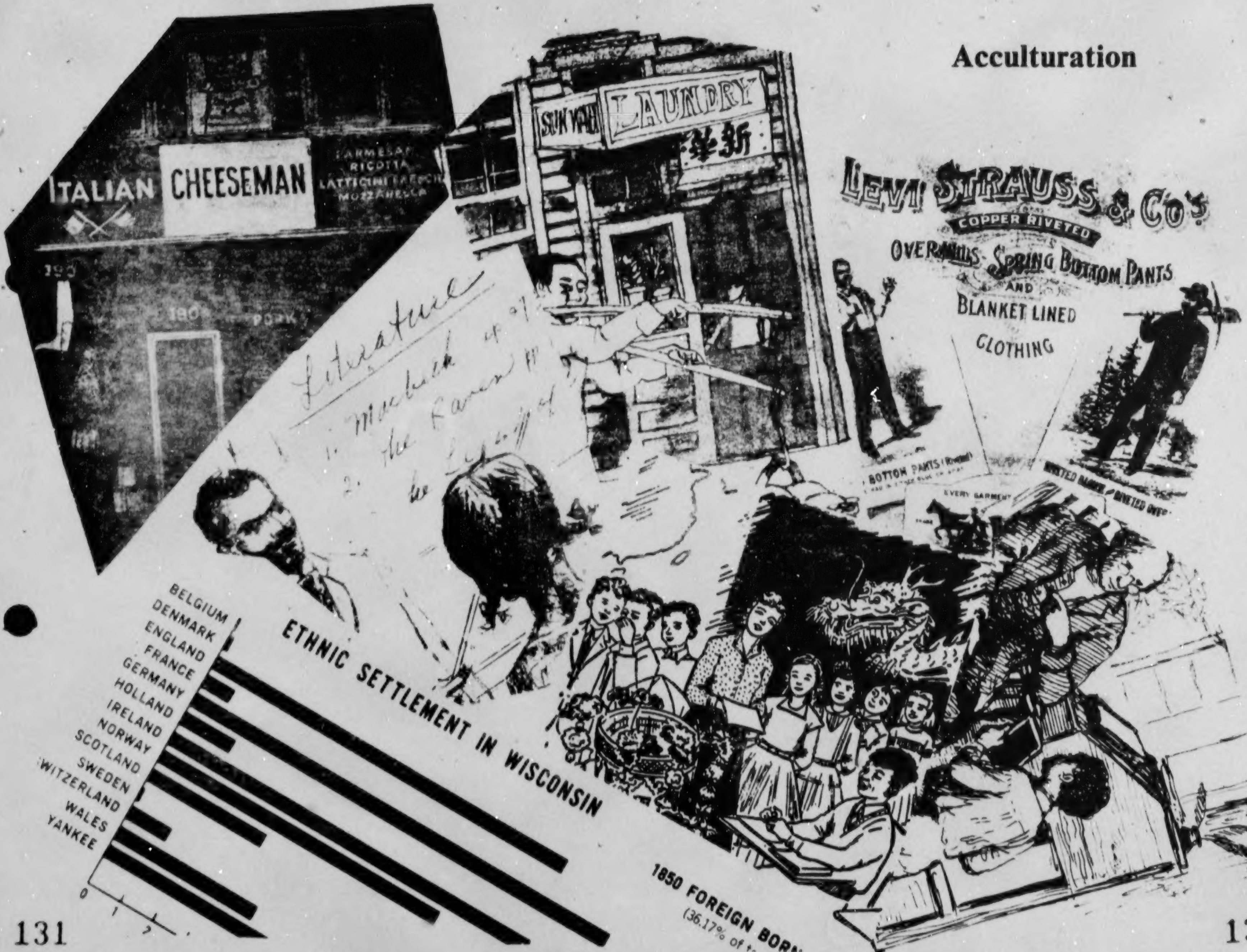
4. Do you think these people faced any problems in adjusting to their new home? If so, what kinds?

5. If you think they had some problems of adjustment, were they more difficult than those of immigrants who came here from other countries? Why or why not?

6. Do you think these people were better off because they migrated? Why or why not?

7. What do you think might have happened if they had not migrated?

Acculturation


ITALIAN
CHEESEMAN
PARMESAN
RICOTTA
LATTICINI FRESCHI
MOZZARELLA
SUN WAH
LAUNDRY
LEVI STRAUSS & CO'S
COPPER RIVETED
OVERALLS, SPRING BOTTOM PANTS
AND
BLANKET LINED
CLOTHING
EVERY GARMENT
Literature
1. Macbeth
2. the Raven
ETHNIC SETTLEMENT IN WISCONSIN
1850 FOREIGN BORN
(36.17% of t
BELGIUM
DENMARK
ENGLAND
FRANCE
GERMANY
HOLLAND
IRELAND
NORWAY
SCOTLAND
SWEDEN
SWITZERLAND
WALES
YANKEE
0
1
2

Activity 1: What Would You Pack?

Introduction: In this small group activity students list in order of priority what things they would have brought with them if they had immigrated to the United States from Europe during the late 1800s. The discussion following the exercise helps students to recognize how great a change occurred in the lives of immigrants upon their arrival in this country.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that an individual brought up in one culture and then thrust into contact with another faces serious problems of adjustment;
2. make and justify decisions based on limited information; and
3. form tentative hypotheses about what aspects of immigrants' behavior are likely to change most rapidly and which are likely to be most resistant to change.

Materials:- Twenty-seven cards with drawings of objects which may have been brought to this country by immigrants.

- Large sheets of wrapping paper.

Estimated Teaching Time: This activity will require about two class periods.

Guidelines: Have the students work in small groups during this activity. Each group will receive a complete set of the twenty-seven cards showing things which immigrants may have brought with them to this

country. Explain that because of weight and space restrictions immigrants were not able to bring a great many belongings with them to the new land. Usually, they brought one trunk full of belongings. They also were required to bring a food pack for the long voyage. Sometimes, a family would bring a favorite piece of furniture.

Now explain to each group that their food pack may include such things as smoked meat, salted fish, bread, cheese, canned honey, and water. Each group should decide on ten items they would have packed in their trunk if they had immigrated to the U.S. from Europe between 1850 and 1900. They should place these items in order of importance on a sheet of white wrapping paper. For each item an explanation of why it was chosen should be written on the paper either below or alongside the card picturing that item.

In addition, each group should also decide on one additional item to be taken to the new world. This item will be one of three things -- a musical instrument, a piece of furniture, or a spinning wheel. The card picturing the item chosen should also be placed on the wrapping paper with reason for the selection of that item.

Then these sheets from the different groups may be taped to the classroom walls or hung on bulletin boards. Each group should briefly explain the selections they made.

Now, hold a brief class discussion to summarize the activity. The following questions will help guide the discussion:

- Were there some things you wanted to bring but had to leave behind? If so, what were they?

- Do you think the immigrants had to leave some things behind? How do you think they felt about leaving those things behind?

- When the immigrants arrived here what kinds of things did they need? Why?

- What kinds of things could the immigrants continue to do as they had done in the old country? Why?

- What kinds of changes would they have to make? Why?

Activity 2: The Acculturation Process

Introduction: A brief booklet outlining the acculturation process for students is the focus of this activity. The activity will help students to sharpen and clarify some of their hypotheses of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which people must modify their lifestyles when they move to a new country; and
2. identify and discuss ways in which immigrants may be helped to adjust to a new society.

Materials: Booklet: The Acculturation Process

Estimated Teaching Time: One class period should suffice for this activity.

Guidelines: Explain to students that this brief booklet will help them to clarify some ideas and terms important to this unit. They will keep the booklet throughout the remainder of the unit and should check back on it every now and then.

The booklet introduces some of the main ideas of the unit. Have each student work through the booklet individually. They should respond to the questions since these responses will later be discussed by the entire class.

When you are discussing these questions, be sure that the students are clear on the meaning of the more important terms—acculturation and assimilation.

As a summary to this discussion have students formulate some hypotheses to explain the need for people to change certain parts of their lifestyles to fit into a new culture. They should also develop some hypotheses about what things might help or hinder the acculturation process. Help the student to refine and clearly state these hypotheses; write them on the chalkboard. Have the students write these hypotheses in the space provided in the booklet. In this way, they may check their hypotheses as they proceed through the unit.

Activity 3: How Much Acculturation?

Introduction: Using a continuum of adaptation to the new culture ranging from NOT AT ALL through COMPLETELY, the students classify particular cases illustrating different degrees of acculturation. This activity will help students to recognize that people try to maintain some aspects of their way of life in new situations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss aspects of lifestyles which immigrants have attempted to maintain after their arrival in this country; and
2. make inferences about factors which may facilitate the acculturation of an individual or group.

Materials: Acculturation-Assimilation Continuum Exercise - "How Much Acculturation"

Estimated Teaching Time: This activity should take about one to one-and-a-half class periods.

Guidelines: Introduce this lesson by asking the students to review their definition of acculturation from the previous activity. Then go over the directions for "How Much Acculturation?" with the students. Be sure that they understand clearly what they are expected to do.

You may wish to have the students do the worksheet in pairs. This will increase interaction and give individual students a chance to test out their ideas on others. Some suggested answers to the

worksheet are provided here. But you should be prepared to accept other reasonable answers. The purpose here is not to get the "right" answers, but rather to indicate the kinds of changes people make in the acculturation process. For explanatory purposes we have identified "Not At All Americanized" as 1 and "Completely Americanized" as 5 with the intermediate points being 2, 3, and 4.

Item 1: This person is well acculturated, but not yet totally assimilated. He/She still has loyalty to another country. Others may consider this person a "foreigner". Probably should be marked a 3.

Item 2: This person was born in the U.S. She/He has no knowledge of the language of his/her parents. Probably does not follow many "old country traditions." Should be marked a 4, maybe even a 5.

Item 3: This person does not want to be identified as anything other than an American. She/He is willing to take action to insure this. Mark this person a 4 or 5.

Item 4: This person may be well acculturated but does not wish to be totally assimilated into American society. A concern for the German background and heritage is evident. This person should be marked no higher than a 3.

Item 5: The people described in this item are on their way to being assimilated. The fact that it is "hard to tell they are Italian" demonstrates that they have made an effort to be "Americanized". Should probably mark this a 4.

Item 6: This person is well assimilated, but still maintains some link with his/her ethnic heritage. The celebration of one ethnic holiday, however, does not mean as much as the length of time the family has been in the U.S. This person should be at least a 4, more likely a 5.

Item 7: This person is a relatively recent immigrant. Since it appears that she/he planned to return to the old country, the acculturation process has probably not proceeded very far. Mark this item a 2, no higher than a 3.

Item 8: This person still thinks as a Greek, not an American. Living with other Greeks will help to maintain that heritage. Should be marked a 2, possibly a 1.

Item 9: This person, like the person in item 4, does not wish to lose contact with the heritage of the old country. Yet there is no evidence of such an active practice of traditional customs and behaviors in the home. Mark it a 3 or 4.

Item 10: This person is very similar to the person in item 8. Mark this item a number 2. A 1 is not justified since he/she considers self at least a hyphenated American.

Item 11: This person has been almost totally assimilated. Mark this item a 5.

Item 12: This item illustrates an attempt to maintain part of the Arabic heritage in the U.S. With no other clues, this item might be marked anywhere from a 2 to a 4.

Item 13: The Amish maintain what amounts to a society within a society. They are certainly not assimilated and probably only slightly acculturated. Mark this item a 2, no higher than a 3.

Item 14: This person is probably well assimilated since he/she has little knowledge of European ancestors. Mark this item a 4 or 5.

Item 15: This item is similar to items 8 and 10. Mark it a 2.

After the students have completed the worksheet, go over it with them quickly. Do not focus attention on the "right" answer, but have the students consider what things people learn and change as they become more and more acculturated. They might also consider some of the following questions:

- What kinds of activities do people continue to take part in even after moving to a new society? Why?
- What things may help people to adjust quickly to a new society?
- What things may help people to maintain parts of their ethnic heritage?
- Do you think an immigrant can ever be totally assimilated into a new society? Why or why not?
- Do you think people should be expected to give up all of their former culture when they move to a new society? Why or why not?

HOW MUCH ACCULTURATION?

Directions: Each of the items below presents a short case in the process of "becoming American." Some describe people who are not at all acculturated, they are probably newly arrived from the old country. Other cases describe people who are almost completely "Americanized." Still others describe people somewhere between NOT AT ALL and COMPLETELY "Americanized." Under each item place an X along the line to show how "Americanized" the people are in that item.

1. I have been in this country twelve years. No longer do I have trouble with the language. My work is going well. And now I have decided to become a citizen of the United States. This was not an easy decision. I still feel some loyalty to my old country.

Not At All Americanized	Completely Americanized

2. My parents do not want me to learn their language. They want me only to speak English. This way I will act more American.

Not At All Americanized	Completely Americanized

3. I am ashamed of my name. People hear it, and they think of me as a foreigner. The best thing to do is to change my name.

Not At All Americanized	Completely Americanized

4. My children will always remember their German background. We read German newspapers and speak German at home often.

Not At All Americanized	Completely Americanized

5. As soon as one of the Italian men in this neighborhood makes a lot of money, he moves away. They go to live in the suburbs. It is hard to tell that they are Italian.

Not At All Americanized	Completely Americanized

6. I am always glad when St. Patrick's Day comes along. Even though my great grandfather was the last person in the family born in Ireland, we all feel Irish. The whole family gets together and has a great time.

Not At All Americanized	Completely Americanized

7. At home in the old country I never thought I would own my own land. Now that I have some land, I think I will stay in America.

Not At All Americanized	Completely Americanized

8. As soon as we came to this country we found a place to live with other Greek people. Most of our life is spent with these people. We do not have much contact with the Americans.

Not At All Americanized	Completely Americanized

9. To be sure that the children know their history, we send them to Chinese school in the evenings. There they learn about religion, philosophy, and history.

Not At All Americanized	Completely Americanized

10. Even though I couldn't speak English, I was able to get a job in a factory. I live with friends from the old country. We have joined the Bohemian-American Club. I think life here will be better than in the old country.

Not At All Americanized	Completely Americanized

11. I know my parents came from Norway, but I don't know anything about Norway. To tell you the truth, I don't really care. I'm a good American citizen. What difference does it make where my parents are from.

Not At All Americanized — Completely Americanized

12. Why should I give up all my Arabic beliefs. Just because I live here does not mean that I can't still be a Moslem.

Not At All Americanized — Completely Americanized

13. The Amish want to keep to themselves—a separate people. They are tied together by their religion and its values. Most of them are related. Their customs make them seem different from everyone else.

Not At All Americanized — Completely Americanized

14. I think I'll have a family tree made. I'm really interested in finding out about my family background. I especially want to find out about my ancestors from Europe.

Not At All Americanized — Completely Americanized

15. The Jewish people here keep pretty much to themselves. A lot of them don't even know how to speak English yet.

Not At All Americanized — Completely Americanized

Activity 4: The Cherokee and the Europeans

Introduction: This activity focuses on the changes which were made by the Cherokee as they came into contact with people of European background. Working in small groups and using evidence cards illustrating particular changes, the students consider how the Cherokee were influenced by contact with these people. In a class discussion they speculate on reasons why the Cherokee were willing to change in such significant ways.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss aspects of European culture adopted by the Cherokee;
2. suggest reasons why groups change aspects of their lifestyle; and
3. work with others to organize and present information and to reach conclusions.

Estimated Teaching Time: One to one and one-half class periods will be needed for this activity.

Guidelines: Explain to students that the Cherokee were a group of Indians who lived in the southeastern United States. As they came into contact with white settlers, the Cherokee adopted many things from their culture. You may wish to tell the students of the Cherokee removal now, or you may wait until after they have completed the activity. Whenever you choose to do it, they should be informed about this removal.

Divide the class into small groups of about five students. Give each group a set of the thirteen Cherokee evidence cards and the classification form. Each group is to decide which cards fit into each of the eight classifications. Include copy of "Classifying Evidence Cards".

After the groups have completed the classification exercise, draw a similar chart on the board and fill it in during a class discussion. Ask students to explain why they put each card in that particular classification.

Now, discuss the following questions:

- Which parts of their culture do you think the Cherokee changed most? Why?
- Why do you think the Cherokee were willing to make these changes in their culture?
- What effect do you think these changes had on the Cherokee culture? Did it get "better" or "worse"? Why?

Classifying Evidence Cards

	Before Contact With Whites	After Contact With Whites
Earning a Living	13, 3, 12	4, 7, 10
Recreation	6	
Education/Learning		1, 2, 5
Government/Laws		8, 9, 11

Activity 5: What Ethnic Group?

Introduction: In this activity students are shown two sets of slides. The first set illustrates traditional aspects of different ethnic heritages—i.e., churches, ceremonial dress, food, etc. Students are asked to match each picture with the ethnic group represented by that picture. They are to do the same with the second set of slides; however, this set shows assimilated characteristics—suburban housing, automobiles, etc. The discussion following the slides focuses on the resistance to change of value-laden aspects of culture.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about aspects of culture which are resistant to change; and
2. discuss the importance of values in maintaining group identity.

Materials: Slides showing traditional ethnic characteristics and modern, assimilated characteristics.

Estimated Teaching Time: One to one and a half class periods are needed for this activity.

Guidelines: Go over the instructions to the worksheet with the students. Then show them the first set of slides one at a time, slowly enough for them to respond on the worksheet. The ethnic group and the reasons for each slide are presented below:

Slide 1: Chinese-American—Among the reasons to be cited should be the appearance of the people and the writing above the door.

Slide 2: Norwegian-American—The embroidery and traditional clothing styles should be mentioned.

Slide 3: Mexican-American—The church, its architectural style, and the boys appearance might be offered as reasons.

Slide 4: Native American—The people's appearance and the technique being used are clues.

Slide 5: Amish—Dress is a clear indication in this case although it is not always so, except in the case of traditional costumes as in Slide 2.

Slide 6: Norwegian-American—The language and title should be mentioned.

Slide 7: Japanese-American—The traditional architectural style is the prime reason.

Slide 8: Chinese-American—Kind of food and the language on the cans are reasons which should be cited.

After the students have written their responses to each of these first slides, discuss each slide with them. Focus most of your attention on the reasons they cited. Have each student check to see how well he/she did on identifying the correct groups. Most students should have very little difficulty.

Follow the same procedure for the second set of slides. Obviously, it is impossible to pinpoint a particular group to be associated with any of these slides. Keep the pace of this part of the activity brisk to avoid frustrating the students.

Then discuss the thought questions from the last page of the worksheet with the students. They should be able to point out that the first set of slides showed traditional and/or value-laden factors, while the second set showed modern, functional factors. They should also recognize that the more value-laden is a factor, the more resistant it is to change.

Activity 6: Tending the Melting Pot

Introduction: A brief reading describing the role of public schools in acculturating immigrants is the basis of this activity. A general class discussion focuses on the need of immigrants to learn certain things in order to participate in the political and economic systems of the United States. Students also consider the problems of educating such a diverse population.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss the reasons for learning and adopting new values and behavior when moving to a new culture; and
2. identify and discuss problems, such as language, values, norms, traditions, etc., in educating children of various groups.

Materials: Reading: Tending the Melting Pot
- Worksheet to accompany reading

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Begin this activity by asking students what people or groups were responsible for helping immigrants to adjust to their new society. The schools should be mentioned as one group partly responsible for acculturating immigrants and their children. Now explain that this short reading considers the role of the schools in "Americanizing" the immigrants.

Have the students complete the worksheet after their reading. Then discuss the worksheet questions with the entire class.

Activity 7: Acculturation Attitude Survey

Introduction: The focus of this activity is on what people in our society believe immigrants should learn and how they should change. The students design, administer, and report on an attitude survey to identify these beliefs.

Objectives: At the conclusion of this activity, the students will be better able to:

1. establish and use criteria for judging the usefulness of survey questions;
2. collect data through the application of survey techniques; and
3. construct charts and graphs reporting the findings of an attitude survey.

Estimated Teaching Time: Two class periods separated by about two days will be required for this activity.

Guidelines: In the last activity the students saw that the schools tried hard to "Americanize" immigrants as quickly as possible. They also discussed a changing attitude toward the "melting pot". Explain that this activity will seek to determine what people today think that immigrants should learn and how they should change.

One class period should be devoted to designing an attitude survey to find the answers to this question. You will have to guide the students carefully so that

the survey is clear, can be completed quickly, and is easily tabulated. You may wish to use a newspaper poll as an example of such a survey for students to analyze.

After the survey instrument has been completed, the students should administer the survey to a sample of adults in your community. This will take time outside of class.

The next steps are to tabulate the survey results on a chart on a large sheet of white wrapping paper and to hold a summary discussion focusing on that chart and the following questions:

- Do most people want immigrants to give up all of their customs and traditions?
- Do most people think that immigrants should be treated differently than other Americans? If so, how and why?
- Do you agree or disagree with most people who responded to the survey? Why or why not?

Activity 8: Case Studies of Acculturation

Introduction: This activity is made up of several case studies of individuals or families and the conditions they experienced as they were acculturated to United States society. The information presented in these case studies will allow students to check the hypotheses they formulated earlier in this unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. check hypotheses against new information;
2. recognize and discuss the importance of primary contacts in facilitating acculturation and assimilation; and
3. discuss how immigrant values and behavior may differ from those of people in the United States and the extent to which they should be forced or encouraged to change their values and behavior.

Materials: Case studies illustrating the acculturation process:

"Barrio Boy"
"Norwegians in a Hurry to Become Americans"
"The Story of William Hummel"
"Vietnamese: Hard Work Part of New Life"

Estimated Teaching Time: This activity will require between two and three class periods.

Guidelines: Explain to the students that this activity will help them to see what changes people must make as they are acculturated to a new society. Review their hypotheses in the back of the Acculturation Booklet. Tell them to consider these hypotheses as they read the first case study, "Barrio Boy".

After they have read this case, help the students to accept, refine, or reject each of their hypotheses on the basis of the information in that case. They should point out that additional cases should be considered.

Now, have each student read one of the other three cases. As they read, the students should compare this new case with "Barrio Boy". When the readings have been completed, briefly review the hypotheses once again. Then discuss the following questions:

- What things were learned by the people in these cases as they became "Americanized"? How were they learned?
- What difficulties in adjusting to American society did the people in these cases face? How did they deal with these difficulties?
- How badly did the people in each of the cases you read want to become "Americanized"?
- What people were most helpful in the adjustment of these people to American society?
- What parts of American society did the people in these cases find strange? Why?
- Should these people have been forced to give up all of their "old ways"? Why or why not?

Activity 9: Changing the New Culture

Introduction: Immigrants are not only passive recipients of new ideas and techniques, they may also initiate changes in the society to which they move. In this activity students consider two cases of immigrants who introduced new products or techniques to the United States. A second part of the activity has the students engage in research to find other immigrants who have contributed new products or techniques to American society. The Multi-Ethnic Data Cards may help the students in this research.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss ways in which immigrants have helped to change our society;
2. locate and collect information about ways in which immigrants have helped to change our society; and
3. report on findings of library research.

Materials: Case Studies:
- Levi Strauss
- An Arab Movie Maker

Estimated Teaching Time: This activity will take about three class periods.

Guidelines: Introduce this activity by asking students if the United States was changed in any way by the immigrants. So far they have considered only how "American society" changed those who came into contact with it. In this activity students will read two cases of immigrants who have contributed new products and techniques to American society.

Have each student read both case studies and complete a short chart following this outline:

	Levi Strauss	Fouad Sa'id	Immigrant Researched
Where he came from			
When he came			
Contribution to American Society			
How this contribution affects you			

Now have the students work in small groups to identify other immigrants who have changed American society. The Multi-Ethnic Data Cards will help the students to identify individuals to be researched and to locate information about these individuals. The information about these people should be added to the charts under Immigrant Researched.

After the students have completed the readings and their charts, make a large, master chart on the chalkboard and fill it in during a brief class discussion.

Activity 10: An Immigrant's Son

Introduction: This case study of a teenage boy caught between his father's wishes and his own desires is set in the depression years. It illustrates that children of immigrants often accept new values and behaviors more quickly than do their parents. This may result in conflicts between generations with serious emotional or psychological effects.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which the acceptance of new values by children of immigrants may create conflicts between generations; and
2. discuss reasons why children may more readily accept new values and behaviors than their parents.

Materials: Case Study of Jimmie Capasso

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Introduce this activity by asking students if they think young people or old people adapt more quickly to a new culture. Allow them to speculate on this question for a short time. Be sure that they offer reasons for their answers.

Now, have the students read "Jimmie Capasso". As they read this case, they should consider the ways in which Jimmie's values and those of his father are different and why.

After the students have completed their reading, discuss the following questions with them.

- What did Jimmie want to do? Why?
- How did his father feel about this? What did he want Jimmie to do? Why?
- What problems did the differences between Jimmie and his father cause?
- Do you think Jimmie or his father had become more "Americanized"? Why?
- What would you have done if you had been Jimmie? Why?

Activity 11: State Vietnamese Resettlement Committee

Introduction: This is a role-playing activity which puts students in the roles of members of state Vietnamese Resettlement Committees who are charged with suggesting policies to be followed with regard to the Vietnamese refugees. Each student takes part in one state committee focusing on the following areas of concern:

1. Education
2. Employment
3. Location, Housing, and Family Services

The committees meet to share information and opinions, make suggestions, and write final recommendations. Each committee then presents its suggestions to the class.

Objectives: At the conclusion of this activity, the students will be better able to:

1. analyze information and make conclusions;
2. identify and discuss factors which influence the acculturation process;
3. work cooperatively in a group; and
4. present recommendations and findings to the class.

Materials:
- 6 Role Cards
- Directions for Committee Chairperson
- 5 State Condition Cards
- State Committee Report Form
- Instructions to Students

Estimated Teaching Time: About 4½ to 5 class periods will be needed for this activity.

Guidelines: In this activity the class is divided into six-member State Vietnamese Resettlement Committees. If the class does not evenly divide by six, the extra students may share roles with other students; that is, in one committee there may be two Mary Costellos rather than one. Each committee receives the same basic information -- the same six roles are used in each committee, the same directions for Committee Chairperson, the same State Committee Report Form, and the same Instructions to Students. Each committee, however, will receive a different State Condition Card. Differing student attitudes and state conditions may be expected to lead to different suggestions from each group. This will clearly illustrate that several alternative courses of action may be followed in responding to similar problems. Several different value issues may also be explored.

Before starting the activity be certain that you are completely familiar with all the student materials.

The opening day of the activity should be used to introduce students to the simulation in which they will be participating. The quickest way of doing this is to go over the Instructions to Students with the class. Then divide the class into groups of six. Let the students in each committee select their own roles.. Then, have each committee choose a person to act as the committee chairperson. The chairperson will be responsible for seeing that the committee report is completed on time and for presenting that report to the rest of the class. Each group can then be given its state condition card. Now the class is ready to'begin its task.

The second class period will be divided into two parts. During the first part the students should work individually. They should familiarize themselves with all the information available to them. Then each student should prepare brief answers to the questions in the Instructions to Students appropriate to his/her role. They may even prepare some tentative suggestions.

The next part of the second class period will be used for separate group meetings according to the various roles; that is, all Mary Costellos will meet together, all Nguyen Thi Lacs will meet together, and so on. At these meetings the students will have the opportunity to exchange ideas with their counterparts in other committees.

On the third day the separate state committees will meet. The students should present their individual views and arguments regarding the suggested steps to be taken in the three areas of concern. The chairpersons, in addition to presenting their own points of view, should moderate these committee meetings. Each committee member should be prepared to defend her/his proposals with evidence and/or sound reasoning. Since each committee member represents a different point of view, considerable discussion and debate is to be expected. If it appears either useful or necessary, the committees may be given more time. At any rate each state committee must finally agree on the steps it will propose, and it must complete its State Committee Report.

The final day of the activity should begin with reports to the class by each of the chairpersons regarding that group's suggestions in the areas of Education; Employment; Location, Housing, and Family Services. These separate reports should then be followed by a general class discussion of the suggestions and their potential impact on the Vietnamese.

This final discussion might also consider some or all of the following questions:

- What factors helped group members to agree? What factors seemed to lead to disagreements?
- How did the values of the different individuals and groups influence the final report?
- Do you think everyone in the committee had the same amount of influence on the final report? Why or why not?
- What factors influence the acculturation of newcomers to this country? How?

Activity 12: The Story of Acculturation

Introduction: This summary activity has students work in small groups to delineate some possible steps in the acculturation process. Each group is given several photographs illustrating different activities. The students are to put these photos in what they think is the correct sequence and write a brief narrative describing the process. A summary discussion helps students to clarify some of the concepts and generalizations treated in earlier parts of the unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss the stages in the acculturation process; and
2. review previously learned concepts and generalizations.

Materials: Thirteen cards with photographs of activities in the acculturation process.

Estimated Teaching Time: Two class periods will be required for this activity.

Guidelines: Divide the class into small groups of about five students for this activity. Give each group a set of the thirteen evidence cards. Tell the students that these cards illustrate activities in which immigrants and their descendants may have engaged. The photos are primarily of Italian-Americans. You may have the students think of these pictures as representing two, three, or more generations of an Italian-American family. Card 13 represents the first generation immigrant mother, newly arrived in the United States with her young child; evidence card 10 represents a degree of assimilation so complete that one's heritage must be advertised (but in English, not Italian); the other evidence cards represent intermediate steps between these two extremes.

Have each group assemble the cards in the "correct" sequence and write a caption for each photo. To facilitate this part of the activity you may wish to have the students attach the cards to large sheets of white wrapping paper.

Although there is no absolutely "right" order for the cards, a possible sequence may be identified. Keep in mind that the students' reasoning is the important part of this exercise, not the "right" sequence.

LEAST ACCULTURATED

Card 13: A newly arrived immigrant mother

Card 4: An immigrant woman bringing a bundle of work to her home.

Card 1: An immigrant family doing piece work at home.

Card 5: Same as Slide 1; note that the children are working also, not attending school.

Card 8: Foreign language newspapers served the needs of immigrant readers.

Card 7: Many immigrants were forced to take low paying menial jobs.

Card 9: Immigrants and their children often learned English together.

Card 2: In some cases immigrants organized to gain power.

Card 3: Many immigrants attended night school to learn English and to prepare for citizenship.

Card 11: Immigrants who became naturalized citizens took part in the political process through voting and other activities.

Card 12: The children of immigrants attended public schools, often with children from different ethnic backgrounds.

Card 6: The second and third generation Americans frequently mingled with members of other ethnic groups, becoming assimilated into the "mainstream" of American society.

Card 10: Sometimes people become so assimilated that they must actively seek to regain a sense of ethnic identity.

After the students have completed the group exercise, discuss the following questions with them:

- What things were learned by immigrants as they became more acculturated? Why?
- What things did they try to maintain? Why?
- What things helped them to acculturate?
- What things showed their acculturation?
- What helped the children of immigrants to be assimilated?
- What stood in the way of their assimilation?

HOW MUCH ACCULTURATION?

Directions: Each of the items below presents a short case in the process of "becoming American." Some describe people who are not at all acculturated, they are probably newly arrived from the old country. Other cases describe people who are almost completely "Americanized." Still others describe people somewhere between NOT AT ALL and COMPLETELY "Americanized." Under each item place an X along the line to show how "Americanized" the people are in that item.

1. I have been in this country twelve years. No longer do I have trouble with the language. My work is going well. And now I have decided to become a citizen of the United States. This was not an easy decision. I still feel some loyalty to my old country.

Not At All Americanized	Completely Americanized

2. My parents do not want me to learn their language. They want me only to speak English. This way I will act more American.

Not At All Americanized	Completely Americanized

3. I am ashamed of my name. People hear it, and they think of me as a foreigner. The best thing to do is to change my name.

Not At All Americanized	Completely Americanized

4. My children will always remember their German background. We read German newspapers and speak German at home often.

Not At All Americanized	Completely Americanized

5. As soon as one of the Italian men in this neighborhood makes a lot of money, he moves away. They go to live in the suburbs. It is hard to tell that they are Italian.

Not At All Americanized	Completely Americanized

6. I am always glad when St. Patrick's Day comes along. Even though my great grandfather was the last person in the family born in Ireland, we all feel Irish. The whole family gets together and has a great time.

Not At All Americanized	Completely Americanized

7. At home in the old country I never thought I would own my own land. Now that I have some land, I think I will stay in America.

Not At All Americanized	Completely Americanized

8. As soon as we came to this country we found a place to live with other Greek people. Most of our life is spent with these people. We do not have much contact with the Americans.

Not At All Americanized	Completely Americanized

9. To be sure that the children know their history, we send them to Chinese school in the evenings. There they learn about religion, philosophy, and history.

Not At All Americanized	Completely Americanized

10. Even though I couldn't speak English, I was able to get a job in a factory. I live with friends from the old country. We have joined the Bohemian-American Club. I think life here will be better than in the old country.

Not At All Americanized	Completely Americanized

11. I know my parents came from Norway, but I don't know anything about Norway. To tell you the truth, I don't really care. I'm a good American citizen. What difference does it make where my parents are from.

Not At All Americanized — Completely Americanized

12. Why should I give up all my Arabic beliefs. Just because I live here does not mean that I can't still be a Moslem.

Not At All Americanized — Completely Americanized

13. The Amish want to keep to themselves—a separate people. They are tied together by their religion and its values. Most of them are related. Their customs make them seem different from everyone else.

Not At All Americanized — Completely Americanized

14. I think I'll have a family tree made. I'm really interested in finding out about my family background. I especially want to find out about my ancestors from Europe.

Not At All Americanized — Completely Americanized

15. The Jewish people here keep pretty much to themselves. A lot of them don't even know how to speak English yet.

Not At All Americanized — Completely Americanized

Classifying Evidence Cards

	Before Contact With Whites	After Contact With Whites
Earning a Living		
Recreation		
Education/Learning		
Government/Laws		

What Ethnic Group?

In this activity you will look at two sets of slides. For each set you are to identify the ethnic group or groups associated with each slide. You should also write down some reasons why you think that particular ethnic group is associated with what is shown in the slide.

Slide Set I:

1. a. Italian-American
   b. Polish-American
   c. Greek-American
   d. Chinese-American

Reasons: ______________________________

____

____

2. a. Scotch-American
   b. Norwegian-American
   c. Irish-American
   d. Japanese-American

Reasons: ______________________________

____

____

3. a. Jewish-American
   b. Mexican-American
   c. Swedish-American
   d. Irish-American

Reasons: ______________________________

____

____

4. a. Mexican-American
   b. Greek-American
   c. Native American (Indian)
   d. German-American

Reasons: ______________________________

____

____

5. a. Amish
   b. Puerto Rican
   c. Polish-American
   d. Italian-American

Reasons: ______________________________

____

____

6. a. Norwegian-American
   b. Puerto Rican
   c. Ukrainian-American
   d. Jewish-American

Reasons: ______________________________

____

____

7. a. Jewish-American
   b. Slavic-American
   c. Italian-American
   d. Japanese-American

Reasons: ______________________________

____

____

8. a. Chinese-American
   b. Ukrainian-American
   c. Swedish-American
   d. Mexican-American

Reasons: ______________________________

____

____

Now, your teacher will give you the answers to this first set of slides. Check yourself to see how well you did. Did other students have most of the same reasons that you had?

Slide Set II:

For this second set do the same thing. As you go through these slides, consider how the things shown in them differ from those things shown in the first set of slides.

1. a. Mexican-Americans
   b. German-Americans
   c. Swedish-Americans
   d. No way of telling

Reasons: ______________________________

____

____

2. a. Arab-American
   b. English-American
   c. Jewish-American
   d. No way of telling

Reasons: ______________________________

____

____

3. a. Swedish-American
   b. Japanese-American
   c. Filipino-American
   d. No way of telling

Reasons: ______________________________

____

____

4. a. German-American
   b. Polish-American
   c. Finnish-American
   d. No way of telling

Reasons: ______________________________

____

____

5. a. Mexican-American
   b. Native-American
   c. Afro-American
   d. No way of telling

Reasons: ______________________________

____

____

6. a. Greek-American
   b. Hungarian-American
   c. Vietnamese-American
   d. No way of telling

Reasons: ______________________________

____

____

7. a. Jewish-American
   b. Puerto Rican
   c. French-American
   d. Japanese-American

Reasons: ______________________________

____

____

Questions for Thought

(Do not write answers to these)

1. Did you do better on the first set of slides or on the second set? Why do you think this is so?

2. What kinds of things were shown in the first set of slides? What kinds were shown in the second set of slides?

3. Which of the two sets showed things more closely tied to the values of a group of people?

4. What kinds of things are people willing to change quickly?

5. What kinds of things do people maintain even after moving to a new culture? Why are they slow to change these things?

Tending the "Melting Pot" Worksheet

1. What things were learned in the schools to help the immigrants become "Americanized?"

2. What problems did the schools face in "Americanizing" the immigrants?

3. How did schools change to meet the needs of immigrants?

4. What groups other than the public schools helped to "Americanize" the immigrants? How did they help?

5. What is the "Melting Pot" idea?

6. Do most people still think the "Melting Pot" is a good idea? What is the new way of thinking about ethnic differences?

VIETNAMESE RESETTLEMENT COMMITTEE

This committee represents the American people and the Vietnamese refugees. We have worked together to develop the following suggestions. These suggestions are meant to help the state to provide for the needs of the newly arrived refugees and of those who will come to the state in the near future. Our suggestions are in three areas of concern—Employment, Education, and Location, Housing, and Family Services.

The Committee's suggestions are outlined below:

Employment

To help the Vietnamese to take an active part in American society we recommend the following steps be taken in the area of employment:

1. ____

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Reasons:

a. ____

____

____

b. ____

____

____

c. ____

2. ____

Reasons:

a. ____

b. ____

c. ____

3. ____

Reasons:

a. ____

b. ____

3. ____
____
____
____

Reasons:

a. ____
____
____

b. ____
____
____

c. ____
____
____

Education

To help the Vietnamese to take an active part in American society we recommend the following steps be taken in the area of education:

1. ____
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____
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Reasons:

a. ____
____
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b. ______________________________

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c. ______________________________

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2. ______________________________

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Reasons:

a. ______________________________

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b. ______________________________

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c. ______________________________

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3. ______________________________

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Reasons:

a. ______________________________

b.

c.

Location, Housing and Family Services

To help the Vietnamese to take an active part in American society we recommend the following steps be taken in the area of location, housing and family services:

1.

Reasons:

a.

b.

c.

2. ______________________________

Reasons:

a. ______________________________

b. ______________________________

c. ______________________________

3. ______________________________

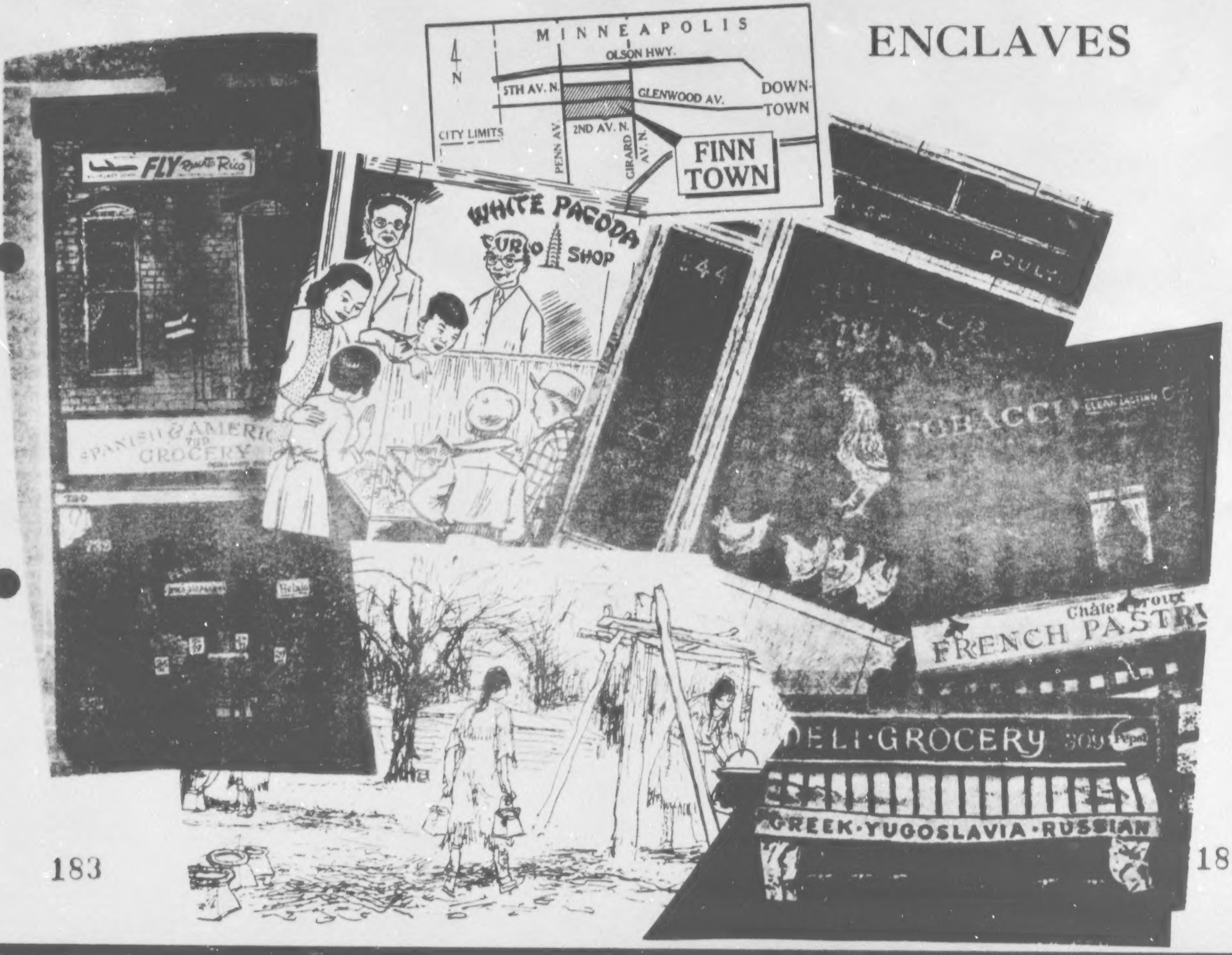
Reasons:

a. ______________________________

b. ______________________________

c. ______________________________

ENCLAVES


MINNEAPOLIS
N
OLSON HWY.
5TH AV. N.
GLENWOOD AV.
DOWN-TOWN
CITY LIMITS
PENN AV.
2ND AV. N.
GIRARD AV. N.
FINN TOWN
FLY Puerto Rico
SPANISH & AMERIC
739
GROCERY
739
WHITE PAGODA
CURIO SHOP
544
POULT
TOBACCO
FRENCH PASTR
DELI·GROCERY 309
GREEK·YUGOSLAVIA·RUSSIAN

Activity 1: Diversity in America

Introduction: Working with collages illustrating the diversity of our society, the students discuss the many ways in which different ethnic groups contribute to this diversity. They also discuss the ways in which one area of a city inhabited by one ethnic group may differ from an area inhabited by another group.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that the diversity of our society is evident in the variety of languages, religions, social structures, occupations, and residential patterns found here;
2. identify and discuss characteristics of one ethnic group which may differ from those of other ethnic groups; and
3. speculate on reasons why some ethnic groups tend to maintain a geographic concentration over an extended period of time.

Materials: - Posters: collages illustrating diversity in language, religion, social structures, occupations, and residential patterns.
- Ethnic Diversity Worksheet

Estimated Teaching Time: One class period will be needed for this activity; however, you may choose to display

the collages for a couple of days before starting the activity itself.

Guidelines: Display the collages around the classroom. Ask the students what these collages tell them about American society. After the students have given several responses to this question, explain that they will be required to look more carefully at the collages and draw come conclusions from the photos on them.

Now, hand out the worksheet and have the students complete it individually. After they have completed the worksheet, discuss the questions with the students. Some points for you to consider are presented here:

1. The answers for this question are:
    1. Occupations
    2. Recreation/Entertainment
    3. Dress
    4. Religion
    5. Housing
    6. People
2. All of these things may be related to ethnic groups.
    a. Religion and ethnicity are frequently closely related, usually members of the same ethnic group share the same religious beliefs.
    b. Dress may reflect ethnic influences. African, Asian, and American Indian influences are apparent in some of the styles shown here.

   c. Occupations may be closely related to ethnicity.
   d. People are members of different racial and ethnic groups. Some ethnic groups include people from several different racial groups. Other ethnic groups are made up of people with the same racial make-up.
   e. Housing and architectural styles may reflect ethnic influences. The location of such housing is, however, more likely to be influenced by ethnic factors.
   f. Recreation and entertainment in some cases—e.g., opera, jazz, dancing—are very closely related to ethnicity because of long historical associations.

3. Among the factors which the students may mention here are language, values, and customs.
4. They would differ because of the differences in the people living in those neighborhoods.
5. Because of a desire to maintain some values, traditions, and behavior patterns and because others from the same ethnic group share many of these.

Activity 2: Visual Analysis of Ethnic Neighborhoods

Introduction: In this activity the students use maps, photographs, charts, and brief written descriptions to identify ways in which the form of a neighborhood and its physical appearance are related to the ethnic group living there. Working in small groups with evidence cards as data, the students attempt to match each of several neighborhoods with the appropriate ethnic group.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences from visual data about ethnic neighborhoods;
2. identify and discuss visual characteristics of a neighborhood which are related to the ethnicity of the group living there; and
3. form tentative hypotheses to explain why religious, social, occupational, and residential patterns may follow ethnic divisions.

Materials: Evidence Cards: Ethnic Neighborhoods

Estimated Teaching Time: This activity will take about two and a half class periods.

Guidelines: Introduce this activity by pointing out to students that an ethnic enclave may often be identified by observable characteristics. This activity is designed to help students to recognize some of these characteristics and to draw inferences from the observation of these characteristics.

Divide the class into small groups of about five students for this activity. Give each group a set of the thirty evidence cards. Tell them that three enclaves are represented on the cards—Puerto Rican, Amish, and Japanese-American. They are to put the cards into categories according to the ethnic groups they represent. This will help them to recognize some characteristics that distinguish ethnic enclaves from each other. The categories into which the cards fit are shown below:

Puerto Rican	Amish	Japanese-American
Card #4	Card #2	Card #1
8	3	6
9	5	7
11	10	12
15	14	13
18	19	16
20	21	17
22	25	23
27	26	24
30	29	28

After they have put the cards into the categories, ask the groups to prepare brief written descriptions of the characteristics which may be observed to differ from enclave to enclave. They should also prepare similar written descriptions of things that they can infer as differing from enclave to enclave. Some possible responses are provided below:

Observable Differences	Inferred Differences
Architecture	Values
Living Styles	Marriage Patterns
Furniture	Level of Education
Population Density	Income
Dress	Social Ties
Religion	Beliefs
Kind of Schools	
Occupations	
Racial Background	
Recreational Activities	
Traditions, Customs	
Housing	
Political Activities	
Language	
Foods	

Now discuss the ways in which all of these things are related to each other. Questions like those below may help quide this discussion:

- How are religion and food related to each other?
- How are schools and occupations related to each other?

The students should be led to see that all of these factors are inter-related and that it is this pattern of inter-relationships which makes an ethnic enclave a functioning community.

Activity 3: Exploring an Ethnic Neighborhood

Introduction: The students engage in field research in this activity. They identify a neighborhood (or town) close to them in which a concentration of people from one ethnic group live. To study this neighborhood the students may interview residents, take photographs, make drawings, construct mapd or models. Some of the hypotheses of the foregoing activity will guide the collection of information in this activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. locate and organize information using different field techniques;
2. identify and discuss observable characteristics of ethnic neighborhoods; and
3. check hypotheses against new data.

Estimated Teaching Time: This activity will require about four class periods. Much of this time will probably have to be spent outside of the school.

Guidelines: Explain to students that in this activity they will explore an ethnic community in their own area. The students should work in "research teams" of about five during their exploration.

The first step should be to identify the study area. You will probably have to help identify this area. In some cases it may be possible for different teams to explore different neighborhoods.

Now explain to students that they may explore the neighborhood through interviewing residents, taking photographs, making drawings, and constructing maps or models.

After they have gathered the data through these techniques, the teams should construct brief reports on the neighborhood(s) they studied. They may use the evidence card format of the previous activity in their reports, but they should add a brief narrative to the photographs, etc.

Finally, in a class discussion, the students should check the hypotheses developed in the previous activity against the new data in their reports.

Activity 4: Ethnic Enclaves

Introduction: Based on a brief booklet illustrating some ideas associated with the concept of ethnic enclave, this activity helps students to understand more clearly some of the characteristics of such enclaves. A discussion of the booklet helps students to refine some of the hypotheses formed earlier in the unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. refine tentative hypotheses about the characteristics of ethnic enclaves; and
2. identify and discuss reasons—e.g., choice and discrimination—why people live in such enclaves.

Materials: Booklet: "Ethnic Enclaves"

Estimated Teaching Time: One class period should suffice for this activity.

Guidelines: Explain to students that this brief booklet will help them to clarify some ideas and terms important to this unit. They will keep the booklet throughout the remainder of the unit and should check back on it every now and then.

The booklet introduces some of the main ideas of the unit. Have each student work through the booklet individually. They should respond to the questions since

these responses will later be discussed by the entire class.

When you are discussing these questions, be sure that the students are clear on the meaning of the more important terms—ethnic enclave and ghetto.

As a summary to this discussion have students formulate some hypotheses to explain why people from the same ethnic group tend to concentrate in particular areas, especially during the period of initial settlement. They should also develop some hypotheses about some characteristics which ethnic enclaves share. Help the students to refine and clearly state these hypotheses; write them on the chalkboard. Have the students write these hypotheses in the space provided in the booklet. In this way, they may check their hypotheses as they proceed through the unit.

Activity 5: Geography of Ethnic Groups

Introduction: Using data given to them as evidence cards, the students, working in small groups, construct maps illustrating the geographic distribution of several different ethnic groups. These maps are done for the entire U.S. Since they are of such a relatively small scale, these maps are highly generalized.

The second part of the activity focuses on the geographic distribution of ethnic groups within one state, Minnesota. To apply some of the skills and ideas of this activity, the students then research the distribution of different ethnic groups in their own state.

Objectives: At the conclusion of this activity, the students will be better able to:

1. transfer tabular data to a map;
2. make inferences about why ethnic groups are located in particular areas;
3. gather and organize data from their own state; and
4. compare and contrast urban ethnic concentrations -- e.g., Jewish -- with rural ethnic concentrations -- e.g., Mexican-Americans in the Southwest.

Materials:
- Evidence Cards: Population Data
- U.S. Base Map (with state boundaries)
- Chart of Immigration in 1965 and 1971
- Map: Ethnic Distribution in Minnesota
- Base Map of Counties in your State

Estimated Teaching Time: This activity will require about four class periods.

Guidelines: Divide the class into five groups for this activity. Explain to the students that they will be constructing maps showing the distributions of different ethnic groups throughout the U.S. Each group will map a different ethnic group's distribution.

Give each group a U.S. base map and copies of the population-by-states data on one of the following five groups: Italian-Americans, 1950; Jewish-Americans, 1970; Puerto Ricans, 1970; Japanese-Americans, 1960; and Native Americans (Indians), 1970.

The group's first task will be to determine size categories. (This has already been done for the Japanese-American, Puerto Rican, and Native American data) Then a color or pattern scheme should be decided upon. Generally, darker colors or denser patterns should indicate larger populations, and lighter colors or less dense patterns should indicate smaller populations. A key must be put on each map to explain the color or pattern scheme. The students may then complete their maps.

After the maps have been completed, they should be displayed on the bulletin board or a classroom wall. Each group should briefly explain its map, pointing out areas of highest concentration of the ethnic group they mapped.

The different maps may then be discussed by the class. The following questions will help to guide this discussion:

- Which states seem to have many people from different ethnic groups? How can you account for this?

Activity 6: Ethnic Enclaves: Three Case Studies

Introduction: Using three different case studies as data, the students check some of their earlier hypotheses about ethnic enclaves. They especially focus their attention on reasons why people live in such enclaves and on the advantages and disadvantages of living in them.

Objectives: At the conclusion of this activity, the students will be better able to:

1. check hypotheses about ethnic enclaves against new data;
2. identify and discuss reasons why people live in ethnic enclaves;
3. identify and discuss the advantages and disadvantages of living in such enclaves; and
4. assess the extent to which a group's values and behavior patterns may be maintained by geographic concentration.

Materials: Case studies of ethnic enclaves:

- "Cubans in Miami"
- "A Visit to Cajun Country"
- "An Arab Muslim Community in Michigan"

Estimated Teaching Time: This activity will take approximately one and one-half class periods.

Guidelines: Before organizing the students into small groups, review with them their hypotheses from earlier in the unit (Activities 2 and 4). Explain to them that they are about to check those hypotheses against some new information. Then divide the class into small groups and have each group read one of the three case studies.

After they have read the case, have the students in each group identify those hypotheses which are supported by the case and which are not. Each group should make a brief report to the class explaining their conclusions.

Following the group reports, hold a brief discussion focusing on the following questions:

- What parts of their heritage are maintained by the Cajuns, Arabs, and Cubans?
- Why are these things important to these people?
- Does living in enclaves help them to maintain parts of their heritages? How?
- What advantages do the Cubans, Arabs, and Cajuns see in living together in enclaves?
- What reasons can you give for people to live in ethnic enclaves?

- Can you offer any reasons why particular ethnic groups seem to have high concentrations in only a few states?

- These maps are for different dates between 1950 and 1970.

- These maps are for different dates between 1950 and 1970. If we were to make maps for each of these groups for this year, which one do you think would change the most? Why? (Show students the chart of Immigration in 1965 and 1971 after they have made some guesses. Ask them if the chart supports or contradicts their guesses.)

Application: Explain to students that the maps they have made are highly generalized. If a map were made for each state separately, they would be able to see much more detail. Show the class the ethnic settlement map of Minnesota. You might ask them why they think different ethnic groups concentrated in different areas. A quick explanation is offered by the date of immigration.

Now have each group map the distribution of one of the five largest ethnic groups in your state. For this part of the activity they will need a state base map with county boundaries and names. They should follow the same steps they followed for their U.S. maps. Of course, you will have to provide the data for your state, or they will have to do a little research. Census data for each state is available in County and City Data Books. The state planning office should also be able to provide you with the needed data. Your local newspaper may also have access to this data.

Note on Numbers: Reliable figures showing ethnic population sizes are very difficult to come by. Most groups claim, and probably rightly so, that they are undercounted in the census. Most statistics merely provide a "ball-park" figure for the size and distribution of different ethnic groups. Even these rough figures, however, help to illustrate the uneven distribution of ethnic groups throughout the United States.

Activity 7: My Life on the Reservation

Introduction: This activity focuses on the life of an Ojibwe woman in a unique kind of enclave—an Indian reservation. The woman, Mrs. Keanna, is working to revive some of the arts and crafts of the Ojibwe culture. In addition to describing some weaving techniques, Mrs. Keahna tells of her activity within the social, political, and educational areas of her community. The students may compare Mrs. Keahna's community with those considered in the case studies of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. discuss reasons why some people in ethnic enclaves may try to maintain or revive traditional aspects of their cultural heritage;
2. analyze several kinds of ethnic enclaves; and
3. assess the extent to which an individual's life is shaped by community in which she/he lives.

Materials: Filmstrip: My Life on the Reservation
- Worksheet to accompany filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: This activity provides a follow-up to the previous activity. It offers the students one more example to consider. Explain this to the students. Then hand out the worksheet. Show the filmstrip, and have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

Activity 8: The Ten Best Cities for Blacks

Introduction: An article from Ebony magazine is the basis for this activity. The article briefly describes the ten cities which Ebony's editors felt provided the best living conditions for Black people. It also describes the characteristics considered in making such an evaluation. The students are asked to consider what characteristics would be most important to other ethnic groups. As an optional application the students may identify the ten best cities for an ethnic group or several ethnic groups of their choice.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss characteristics which make a particular city a "good" place to live for a given ethnic group; and
2. list a set of criteria which may be applied to evaluate living conditions in a particular city.

Materials: - "Ten Best Cities for Blacks"

Estimated Teaching Time: This activity should require about two class periods.

Guidelines: For this activity the students should work in small groups of about four or five students each. After the students have formed these groups, have them read the first page of "Ten Best Cities for Blacks."

Then explain that in this activity they will be looking for characteristics that make one place more attractive than other places to a particular ethnic group. Have each group list on a sheet of paper what they think might be important in making a city attractive to black people. You should check with each group while they are doing this to give them a little prodding. Some of the factors which should be mentioned are jobs, housing, educational opportunities, entertainment, cultural opportunities, political "climate", etc.

Now give each group descriptions of five of the cities from "Ten Best Cities for Blacks." See that each group works with a different set of five cities. Each group should rank their five cities according to the characteristics they have identified. They must be prepared to defend their rankings. Have each group outline a brief report giving their ranking and explaining the reasons for the ranking. Check to be sure that each report offers clear explanations for the ranking.

When the reports are ready, have each group present their report to the remainder of the class. Encourage the students to question the reasons for each group's ranking.

After the reports have been completed, hold a brief class discussion. Ask the students to identify characteristics which all of the groups thought were important. Then ask if these same factors would be considered important by different ethnic groups. Have the students explain the reasons for their answers. Finally, ask if there are some factors that may be considered important by all ethnic groups. This should lead the students to see that there are many factors which are important to almost any ethnic group.

Application: If the students show an interest in this activity, you may wish to have them research other cities. They may wish to establish a "Ten Best Cities" list for other ethnic groups.

Activity 9: Furniture Making in Amana

Introduction: This filmstrip illustrates the furniture making process used in the Amana colonies of Iowa. It introduces the student to the idea that some ethnic groups have strong ties to certain occupations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss values and behaviors which may be maintained in a tight-knit ethnic enclave; and
2. suggest reasons why members of particular ethnic groups may concentrate in certain occupations.

Materials:- Filmstrip: The Amana Colonies: A Rural Ethnic Community
- Worksheet to accompany the filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Introduce this filmstrip by asking the students to look carefully at frame number four of the filmstrip -- the Amana rocker. Have them speculate on the process followed in building this rocker. Was done on an assembly line? Why or why not? Is it an antique?

Next, turn to frame five. The students may have some difficulty with this question. Point out to them that this is a "family style" restaurant, that an entire table is served the same meal rather than each individual being served a separate meal.

Now, consider frame six. Students might suggest that this woman's dress is an old style from long ago. This is true, of course, but many women of the Amana Society still dress in this way.

After this brief introduction hand out the worksheet. Show the rest of the filmstrip. As students watch the filmstrip, they may check their answers to the introductory discussion questions. Following the filmstrip have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

THE AMANA COLONIES:
A RURAL ETHNIC COMMUNITY

L* - Loud
S* - Soft

Slide #	Narrative/Special Effects
1. Focus	
2. Start	(Zither Music - L*)
3. Minneapolis Public Schools	(Zither Music - L)
4. Contemporary Amana Rocker	How was this rocking chair made? (Zither Music - S*)
5. Ox Yoke Inn	Would this restaurant be found in a large city or a small town? (Zither Music - S)
6. Amana Woman	Would this woman belong to a community that is modern? (Zither Music - S)
7. MMECP Logo	Minneapolis Multi-Ethnic Curriculum Project presents: (Zither Music - S)
8. The Amana Colonies	The Amana Colonies (Zither Music - S)
9. A Rural Ethnic Community	A Rural Ethnic Community (Zither Music - S)

10.	Map of Germany	The history of Amana has its roots in Germany. In 1714 two men founded a religious movement that became known as the Community of True Inspiration. (Zither Music - S)
11.	Map of United States	Severe persecution followed. In 1842 these people of German, Swiss, and Alsacian ancestry, in search of religious freedom, came to the United States and founded the community of Ebenezer near what is now Buffalo, N.Y. (Zither Music - S)
12.	Map of Iowa	There was not enough room for the Amana people in Buffalo so they sought land to the west and in 1854 purchased the site of what is now the Amana Colonies in Iowa. (Zither Music - S)
13.	Amana Map	The Amanas of today consist of seven small villages which lie in the fertile Iowa River Valley. Amana is unique in that for nearly 100 years all property was shared. (Zither Music - S)
14.	Ronneburg Restaurant	The occupations of the Amana people today reflect the history of a unique community. The restaurants attract many people from nearby cities by providing "family style" menus, an adaptation of communal dining. (Zither Music - S)
15.	Meat Market	The people of Amana continue to work in occupations passed from generation to generation such as meat production, (Zither Music - S)
16.	Bakery	baking bread, (Zither Music - S)
17.	Woolen Mill	producing woolen goods, (Zither Music - S)

18.	Winery	making wine, (Zither Music - S)
19.	General Store	providing needed goods in the General Store, (Zither Music - S)
20.	Farm	farming, (Zither Music - S)
21.	Furniture Shop	and making furniture. Furniture making is a good example of how craft skills have been passed from one generation to another. (Zither Music - S)
22.	Rocker	Examples of furniture crafts are found in homes of the Amana people today. Some pieces were brought from Germany by ancestors of Amana people. (Zither Music - S)
23.	Couch	(Zither Music - L)
24.	Buffet	(Zither Music - L)
25.	Mr. Bendorf	Mr. Bendorf, Sales Manager of the Amana Furniture Shop explains the furniture making process: (Zither Music - S)
26.	Large Lumber Pile	This is the lumber as it comes from the saw mill. We use walnut and cherry woods. (Zither Music - S)
27.	Man Cutting Lumber	We take the rough boards and cut off any defects such as knots, splits or uneven ends. (Sawing Sound - S)
28.	Stack of Lumber	The lumber is stacked according to its size so that when we have a need for a particular piece of furniture we can go to that stack of lumber and draw from it. (Sawing Sound - S)

29.	Jointer	The lumber is still not smooth so it is pushed over a big planer or jointer which will take the rough edges off the outside of the boards. (Sawing Sound - S)
30.	Jointer	After the boards are smooth on all sides several boards can be glued together to make a larger piece such as a large table. (Zither Music - S)
31.	Glue Machine	This is done in a special machine where glue is put on the edges of the boards and clamped together for several hours so that it is one big solid board. (Zither Music - S)
32.	Craftsman at Workbench	The boards are then taken to a workbench where the craftsman will begin to assemble a piece of furniture. (Zither Music - S)
33.	Turning Lathe	The craftsman constructs all his own furniture except for the turnings. Many pieces such as beds and tables have turnings which are designs cut into square pieces of wood. (Lathe Sound - S)
34.	Turning Lathe	These turnings turn out to be a round piece with very decorative designs as shown here. (Lathe Sound - S)
35.	Craftsman Grandfather Clock	We make a lot of grandfather clocks. It will probably take this craftsman almost a week to complete a clock because he makes it from beginning to end except for the turnings. (Zither Music - S)
36.	Young Craftsmen	The craftsmen that work in the workshop are of various age levels. We start young people out by working on simple things and then as they show and develop their skills they make more difficult designs. (Zither Music - S)
37.	Older Craftsman	Some of the people who work on the more difficult pieces of furniture in most cases are older men who have had experience over the years and started out many years ago working on simple things. (Zither Music - S)
38.	Amana Craftsman	Some of the men that work in our shop come from the Amana community and have actually been working in the furniture shop since they got out of school. (Zither Music - S)
39.	A Craftsman	We have some people who come from other communities to work here. This is one of the few workshops left where the hand craft profession can be followed. (Zither Music - S)
40.	German Craftsman	We have several people who have come to us from Germany where they have an apprentice type program, a very stringent one. (Zither Music - S)
41.	Old Craft	Most of the furniture designs that we do make are copies of pieces that we have made for many, many years. Sometimes people bring in an old piece of furniture to copy or will make their own design and one of our employees will help design a final piece. (Zither Music - S)
42.	Craftsman	In a few cases, some of the men have made their own original design of a certain piece of furniture. (Zither Music - S)
43.	Woman Pasting	After the piece of furniture has been handcrafted on a workbench it is taken to the finishing room. The finishing process starts by putting a paste filler on the wood which closes the pores and keeps moisture from getting into the wood.
44.	Woman Sealing	After that a coat of sealer is put on by brush and sanded by hand. This is repeated 3 or 4 times.

45.	Women Rubbing	The last coat is rubbed by an oil with a rotten stone paste which gives it a very soft, delicate and satin type finish rather than a high gloss type finish.
46.	Women Working	All the people who work in the finishing room are women.
47.	Woman Rubbing	One of the main reasons is that the finishing process takes a very fine touch with the fingers. We find that generally women have a little better touch in the finger tips to do the final sanding and rubbing and they are better adapted because of that to bring about the finer finish.
48.	Craftsman At Workbench	The original reason for building furniture in the Amanas was simply for the use of people locally.
49.	Amana Rocker	As people became more aware of the Amana Society, people from the outside wanted furniture for their homes. (Zither Music - S)
50.	Packed Furniture	Today our furniture is made and shipped for people through the entire U.S. (Zither Music - S)
51.	Sales Counter	It is not unusual on a typical day in the summer to have 2,000 to 3,000 visitors tour our workshop and display. (Zither Music - S)
52.	Stools	For any outsider who visits the Amana Furniture Shop the skill of generations of craftsmanship is obvious. (Zither Music - S)
53.	Amana Rockers	(Zither Music - L)
54.	Table	(Zither Music - L)
55.	Deacon Bench	(Zither Music - L)
56.	Mr. Bendorf with Clocks	(Zither Music - L)
57.	Ox Yoke Inn	What makes the Amanas so appealing? Unlike other small towns in America the Amanas have been able to adapt to the changing times thereby retaining its members. (Zither Music - S)
58.	Radarrange Display	The Amanas are leaders in the home appliance industry which for many communities would bring an end to historic values and traditions. (Zither Music - S)
59.	Amana Home	The values of closely-knit home life: (Zither Music - S)
60.	Amana Women	a sense of security in religious traditions; (Zither Music - S)
61.	Amana Society Main Office	and a sharing of profits among its members make the Amanas a unique community—something that few towns or cities possess today. (Zither Music - S)
62.	Developed by Dan Gregg	(Zither Music - L)
63.	Credits	(Zither Music - L)
64.	MMECP Logo	(Zither Music - L)
65.	Copyright	(Zither Music - L)
66.	The End	(Zither Music - L)

Activity 10: Ethnic Occupations

Introduction: To follow-up on the foregoing activity, this brief reading considers some historical examples of ethnic concentrations in particular jobs. The major part of the reading is a case study of the Mohawk Indians who work on high steel frameworks for bridges and skyscrapers. A film on these Indians is available and the teacher is encouraged to obtain a copy and employ it as an enrichment for this activity. As an application, students may research the question: "Are there ethnic occupations today?"

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss some occupations which have traditionally been associated with particular ethnic groups;
2. identify and discuss values and behaviors which may lead to members of particular ethnic groups concentrating in certain occupations; and
3. locating, organizing, and presenting information about ethnic concentration in particular occupations (optional).

Materials: Reading: Ethnic Occupations

Estimated Teaching Time: One class period will be needed for this activity. Additional time will be required for the application.

Guidelines: Read through the first page of "Ethnic Occupations" with the students. Then have the students complete the remainder of the reading individually. After they have finished the reading, discuss the questions on the first page with them.

Application: This is a very interesting and highly unique case. You may wish to have students consider the question: "Are there ethnic occupations today?" Certainly, there are some patterns, but the data are not easy to find. It may work best if this question is treated at the local level. In most communities and cities there are some ethnic concentrations in particular occupational categories. If this seems like a difficult research task in your community, you may choose to have some more able students undertake the research and report their findings to the rest of the class.

Activity 11: "Finns in Northeast Minnesota"

Introduction: This activity serves to summarize many of the ideas treated in this unit. A filmstrip is the focus of the activity. In the filmstrip interviews are held with first and second generation Finnish-Americans in northeastern Minnesota. Crafts, traditions, and histories are illustrated and serve as a microcosm of the larger Iron Range Finnish-American community in the years between 1900 and 1918.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that people in a community depend on each other for goods and services; and
2. identify and discuss ways in which the adjustment of immigrant groups to a new cultural environment may be aided by the re-establishment of parts of their traditional social organization.

Materials:
- Filmstrip: "Finns in Northeast Minnesota"
- Worksheet to accompany filmstrip

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Explain to the students that this filmstrip focuses on the lives and experiences of four Finnish-Americans. They should be asked to consider ways in which Finnish-Americans might be distinguished from members of other ethnic groups. Then hand out the worksheet for this activity. Go over the questions with the students so that they clearly understand all of them. Show the filmstrip, and have the students complete the worksheet individually. After they have completed the worksheet, discuss the questions with them.

Ethnic Diversity Worksheet

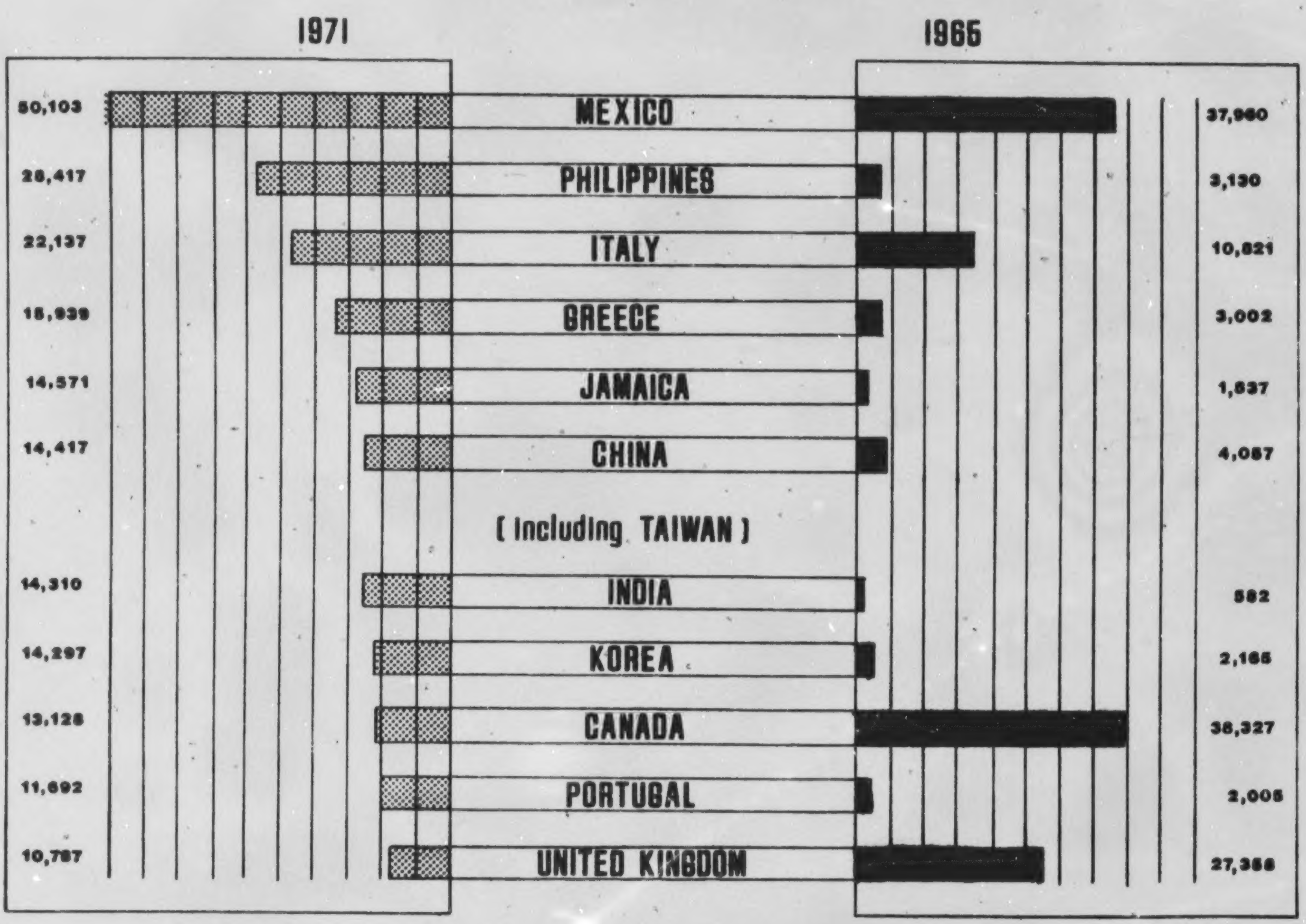
1. What do each of the collages illustrate?
   1. a. Dress
      b. Occupations
      c. Religion
   2. a. People
      b. Recreation/Entertainment
      c. Occupations
   3. a. Occupations
      b. Recreation/Entertainment
      c. Dress
   4. a. Religion
      b. Occupations
      c. Dress
   5. a. Housing
      b. People
      c. Occupations
   6. a. Dress
      b. Religion
      c. People
2. Are any of these things related to ethnic groups? If so, which ones and how?

3. What are some other things which may differ from ethnic group to ethnic group?

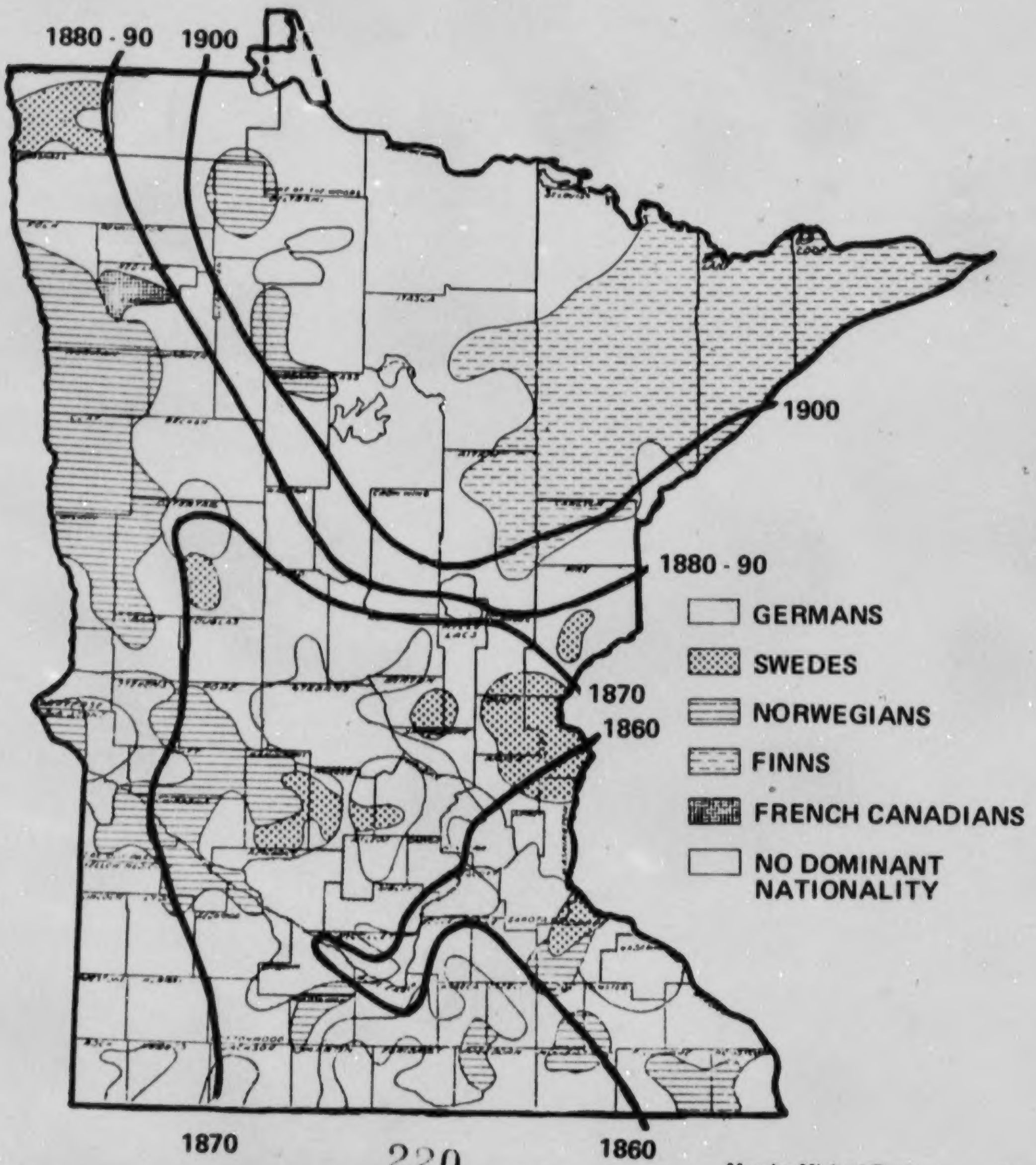
4. Do these things differ from neighborhood to neighborhood within a city? If so, why?

5. Why might people from a particular ethnic group want to live near other people from that ethnic group?

RECENT IMMIGRATION



Where They Settled


1880 - 90
1900
1900
1880 - 90
1870
1860
1870
1860
GERMANS
SWEDES
NORWEGIANS
FINNS
FRENCH CANADIANS
NO DOMINANT NATIONALITY

Map by Michael Rapp

My Life on the Reservation

Worksheet

1. Where was Mrs. Keahna born?

2. In what ways has Mrs. Keahna's life been affected by the reservation system?

3. In what ways is the reservation similar to the neighborhoods you considered in the last activity? In what ways is it different?

4. Why is Mrs. Keahna reviving some of the arts and crafts of the Ojibwe culture?

5. Do you think there is any value in reviving some of the arts and crafts of the Ojibwe? What can be gained from this effort?

Amana Filmstrip Worksheet

1. What characteristics distinguish the people of the Amana Colonies from other ethnic groups?

2. How do the people of the Amana Society learn crafts such as furniture-making?

3. How is Amana furniture-making different from assembly line furniture manufacturing?

4. What are some important values of the Amana Society?

5. Why have the people of the Amana Society been able to maintain these values?

Finns in Northeast Minnesota

Worksheet

1. What skills, techniques, customs, and beliefs did these people bring with them from Finland to the United States?

2. Why did they leave Finland? What did they expect to find here?

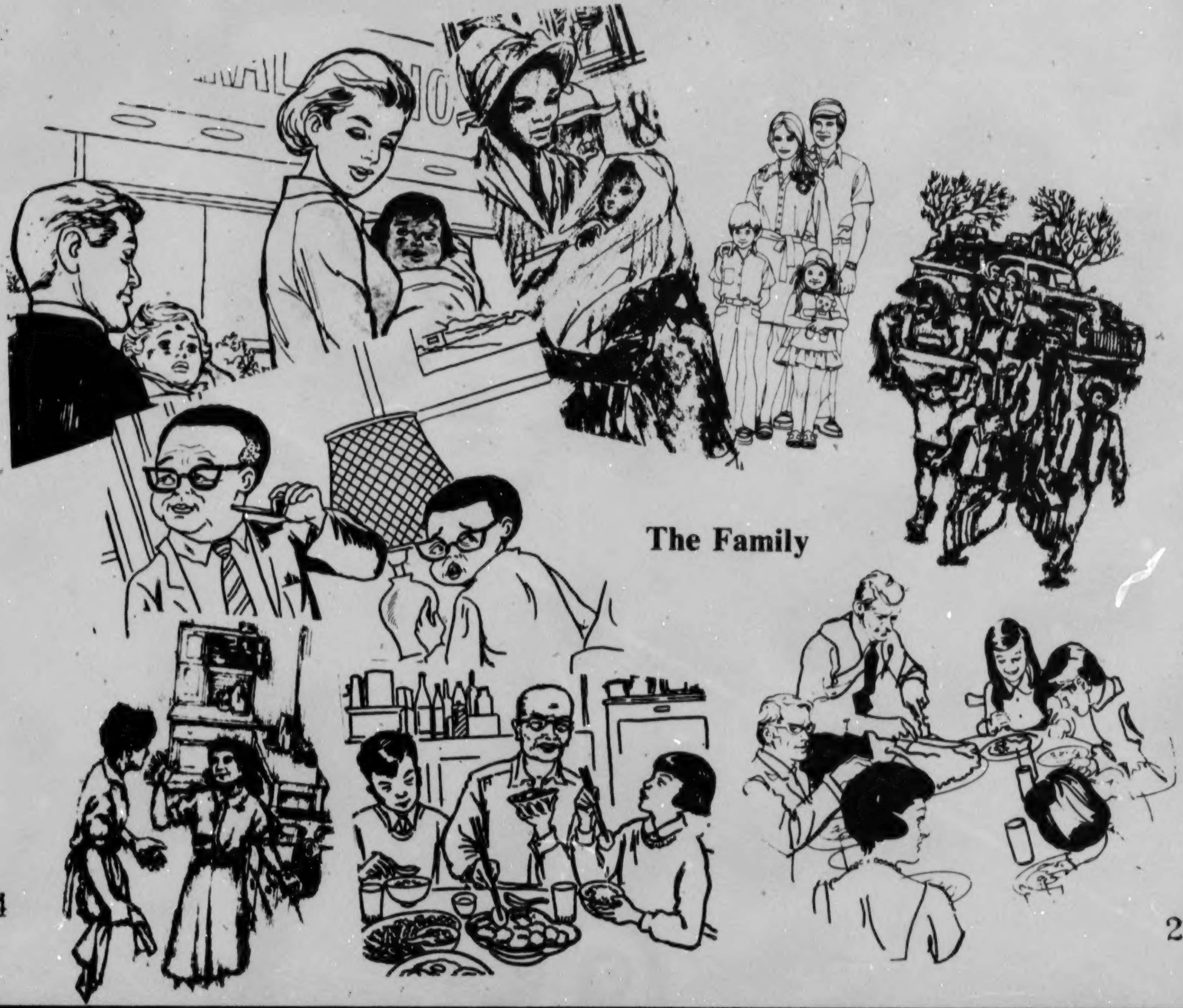
3. List five Finnish crafts or customs which are still practiced by these people.

4. Why did Finnish people work in certain occupations?

5. Why were Finnish people discriminated against on the Iron Range?

6. How did the Finnish people try to maintain their separate values, customs, and identity?

The Family



Activity 1: Families in America

Introduction: This brief slide activity helps students to think about ways in which families in the United States are similar and ways in which they are different. Each slide shows two different families. The students compare and contrast each pair of families. The summary discussion focuses on both the structures and functions of families.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list characteristics which most families have in common;
2. identify and discuss characteristics of families which may vary from ethnic groups to ethnic group; and
3. suggest reasons why they prefer a particular type of family structure.

Materials: - Seven slides of family pairs

Estimated Teaching Time: This activity will require one class period.

Guidelines: Introduce this activity by explaining that the unit the students are starting will focus on the family. This activity looks at the ways families in the U.S. are similar to and different from each other. Tell them that they will be looking at seven slides which show two families each. As they look at each slide, the students should write down the ways in which the two families shown are similar to and different from each other.

Show the slides one at a time slowly enough for the students to note the similarities and differences. After the students have seen all the slides, focus a class discussion on completing a chart like the one below. Some possible answers have been provided for your information.

Slide	Similarities	Differences
1	About same age Both modern	Race No children in One No father in One
2		Size Race No father in One Age of children
3	Race Both modern	Size Income Age
4	Race	One city/One farm No mother in One Age of children Size
5	Race Both modern	Size Number of generations Age of children
6	Race	Size Number of Adults Time
7	Race Both modern	Occupations No mother in One Size

Now, have the students consider the following questions:

- In how many ways may families differ from one another?
- What things have to be done in almost all families?
- Who is responsible for doing each of these things in most American families? How about in the families with only one parent?
- Which family would you most like to be a part of? Why?

Activity 2: Family Patterns

Introduction: This activity employs a case study of one Chinese family to illustrate family patterns in different generations. Using this case as data, the students discuss these changes in family patterns.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss family functions, including socializing children, determining descent, and economic and religious functions;
2. illustrate ways in which values of different ethnic groups or different generations within the same group influence the behavior of their members; and
3. discuss similarities and differences of families from different generations.

Materials: Reading: "Family Patterns"

Estimated Teaching Time: About one and one-half class periods will be needed for this activity.

Guidelines: Introduce this activity to the students by going over the first two pages of the reading with the class. Explain to students that these are generalized patterns and not all families in each group conform entirely to these patterns. Be sure that students clearly understand the chart on page 2. Then have them turn their attention to the questions on page 3. When you are satisfied that they understand the meaning of these questions, have the students read the case study. Following their reading, discuss the questions on page 3 thoroughly with the class.

Activity 3: Family Collages

Introduction: Drawing on collages of families as sources of data, the students discuss ways in which family structures and functions may change. They discuss certain events which bring about changes in families. These events include marriage, moving, birth of children, illness, growth of children.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss particular events which are common to most families and the impact of such events; and
2. make inferences from pictorial data.

Materials: - Five Collages showing different families
- Worksheet to accompany collages

Estimated Teaching Time: This activity will require about one class period.

Guidelines: Post the collages around the classroom. Ask the students what the collages show. They probably will respond by saying they show families. Now ask if all the families shown are the same and if not, how they are different. Students should point out that families differ in size, structure, age, race, location, income, number of adults, both parents or one parent.

Now have each student complete the Family Collage Worksheet. After they have completed the worksheet, discuss the questions with the class. As they respond to the questions, have them refer to the collages to illustrate their answers.

Some of the possible responses to the first question have already been mentioned.

Among those things which may be mentioned for question two are: provide food and housing, care for the sick and aged, raise children, celebrate holidays.

Things which may lead to changes in the family include marriage, moving, birth of children, illness, growth of children, graduation, death (not on collages).

Activity 4: Three American Families

Introduction: This activity focuses on case studies of three families in the United States. It helps the students to clarify differences in life style and norms between different families. They also consider different roles and expectations for males and females in different families. In an optional follow-up the teacher may have the students compare the families in these cases with their own families.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast families from different ethnic groups;
2. identify and discuss the different roles found in various families; and
3. suggest reasons why males and females may be expected to behave differently.

Materials:
- Case studies of three American families
- Worksheet to accompany case studies

Estimated Teaching Time: One and one-half class periods will be needed for this activity.

Guidelines: Begin this activity by explaining that the students will be reading case studies of three American families. Each family is from a different ethnic group, but it does not necessarily represent the norm or typical family for that group. Students should be cautioned against stereotyping on the basis of these short cases.

Now have the students read the three cases and complete the worksheet individually. After this has been done, discuss the questions on the worksheet thoroughly with the class.

Activity 5: The Family on Television

Introduction: In this activity students analyze current family programs on television. In their analysis they consider the following factors:

a. socialization of children
b. family structures
c. values of different families
d. roles of family members
e. relations between generations

They summarize their findings on a chart which may be constructed on white wrapping paper.

Objectives: At the conclusion of this activity, the students will be better able to:

1. analyze media presentations of American family life;
2. suggest reasons why families on television may or may not reflect reality accurately; and
3. construct charts illustrating their findings from a content analysis of family television programs.

Materials: Families on Television Worksheet

Estimated Teaching Time: Data collection for this activity will be done outside of class. You should probably give out the worksheet about one week before you hope to start the activity in class. One to two class periods will be needed to complete the activity.

Guidelines: Many current television programs and re-runs deal with families. Tell the students that in this activity they will analyze some of these TV shows to consider how several aspects of family life are presented.

Hand out the worksheet to the students, and have each student complete a worksheet on one of the family television programs. You should provide a list of acceptable programs from which they may make their selections.

Tell them to have these worksheets completed by the day on which you plan to begin class work on this activity.

On that day post a chart on white wrapping paper on the bulletin board or on one of the classroom walls. The chart should follow the format shown below:

TV Program	Number of People			Ethnic Group	Family Values	Responsibilities of Family Members
	Total	Adults	Children			

In a class discussion have the students complete this chart. Then ask them how realistic they think these programs are and why. Be sure that they support their answers with reasons and examples.

Activity 6: The Family in America: Some Difficulties

Introduction: A consideration of several kinds of problems or difficulties faced by American families through history is the focus of this activity. Four brief cases are available to the students; these treat 1) a refugee family, 2) a slave family, 3) adoption of older minority children, and 4) picture brides and Japanese immigrants. Each student reads one of the cases, and a summary discussion focuses on common needs and how these were influenced by the special conditions described in each case.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss conditions which have important effects on families;
2. discuss ways in which the same family function may be carried out in different ways; and
3. evaluate their own feelings about the conditions which families have faced in our society.

Materials: Four case studies:

1. A Refugee Family
2. A Slave Family
3. Picture Brides
4. Adoption

Estimated Teaching Time: About two class periods will be needed for this activity.

Guidelines: Explain to the students that families often face many difficulties or problems. Often these problems and the way they are dealt with bring about some change in the family. In this activity the students will consider some of these difficulties.

Divide the class into four groups. Have each group read one of the case studies for this activity. As they do their reading, the students should consider what problems were faced by the families in the case studies and how these families dealt with those problems or difficulties.

After each group has completed its reading, its members should select a spokesman who will report to the rest of the class the content of that group's reading. The entire group is responsible for helping to prepare this report.

Following these group presentations, hold a general class discussion on the following questions:

- Which of these cases described general family problems -- that is, problems which were/are common to many families of that ethnic group?
- How might these problems affect families in those ethnic groups?
- Did these problems affect the way any of these families functioned? If so, how?
- In each of these cases one or more people were missing from the family. How did the family change to "replace" these people?
- Which of these problems shows unfair treatment of people by another group of people? How would you have felt if you had been a member of each of these families?

Activity 7: A Family Tree

Introduction: In this activity the students construct family trees. If a student does not wish to do his/her own family tree, that student may choose to do a family tree of a famous individual. The Multi-Ethnic Data Cards will help identify such an individual, and it will help the student locate information about that individual.

Objectives: At the conclusion of this activity, the students will be better able to:

1. trace the history of their own or someone else's family;
2. identify major events that have influenced their own families or those of other people; and
3. construct graphic examples of the history of families.

Materials: - Family Tree Format
- "Your Family Tree"

Estimated Teaching Time: This activity will take about one class period, but the students will have to spend some time outside of class working on this activity.

Guidelines: Introduce this activity by asking the students to share with the class what they know about their own family history. If a student does not wish to talk about her/his own family, don't force the issue. That student may wish to do a family tree for a famous person (although this may take considerable research), or a neighbor, or a friend. Go over the family tree format with the students and then work through "Your Family Tree" with them. This reading provides good suggestions on how to get information about their family histories.

Ask the students to find out about some of the things which have affected their family histories; for example, immigration. After they have completed their family trees, post them in the classroom and hold a brief discussion on the events that have influenced their families.

Activity 8: The Family and Growing Up

Introduction: Four case studies help the students to recognize the influence of the family and other groups in shaping a person's identity and adult life.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss ways in which the family influences a person while growing up;
2. analyze the influence the family has on the development of an individual's values;
3. suggest reasons why children and their parents often come into conflict; and
4. identify and discuss groups other than the family which may influence and shape an individual's values and behavior.

Materials:- Three case studies of family influences on the socialization of children.

- Worksheet on the Family and Growing Up

Estimated Teaching Time: About two class periods will be needed for this activity.

Guidelines: In this activity the families influence on a person as she/he grows up is traced. Introduce the activity by asking the students what people, groups, and organizations have helped them to learn their values, beliefs, and behaviors. Then tell them that the cases will help them to analyze similar influences for people from different ethnic groups.

Have each student read the three case studies and answer the questions on the worksheet. When they are done, discuss these questions thoroughly with the students.

Activity 9: The Ideal Family

Introduction: As a summary to the unit, the students construct stories illustrating the history of their "ideal" families. Using photographs from old magazines and/or drawings with brief narration each student traces the development of such a family from the meeting of man and woman through their marriage, child-rearing (if they choose to have children), married home life, etc. These "histories" are then compared in a general class discussion.

Objectives: At the conclusion of this activity, the students will be better able to:

1. evaluate the kind of family life they would most like to be part of; and
2. construct and illustrate an idealized description of a family's history.

Materials:
- Old magazines
- Cardboard
- Glue

Estimated Teaching Time: This activity will take one or two class periods.

Guidelines: To summarize this unit have the students write a picture story describing what they think of as an ideal family. They should trace the development of their ideal family from courtship through marriage through child-bearing to death of one or both of the parents. They may use photographs from old magazines to illustrate these stories, which might be written on large pieces of cardboard. These stories should then be posted for the entire class to look at. Then the following questions may be discussed:

- What characteristics are common to most of these ideal families? Why do you think this is the case?
- Are most of these characteristics common to most American families?
- How different are these families from your own families?
- How are they different from some of the families you learned about in this unit?

Family Collage Worksheet

Look closely at the five family collages, and answer the following questions.

1. Find two families that are very different from each other. Describe each family (tell which collage it is on!), and explain how the families are different.

2. Identify three things shown on the collages which almost all American families do. Describe each of these things as they are shown on the collages.

3. Identify five things that may happen to family members which may lead to changes in the family. List these five things and explain how each might change the family.

Three American Families Worksheet

1. Who were the heads of the households in each of these cases?

2. How many adults were in each family? How many children?

3. What roles did the males play in each family? What roles did the females play? What are the responsibilities of each role?

4. What things were considered important in each of these families? Why?

5. Which family would you most like to be a part of? Why?

Families on Television Worksheet

1. Name of program: ______________________________

2. Ethnic group of family: ______________________________

3. Number of people in family:

	Male	Female
Adults		
Children		

4. Values of family: ______________________________

____

____

____

5. How are children raised?

   - Who teaches them?
   - What are they taught?

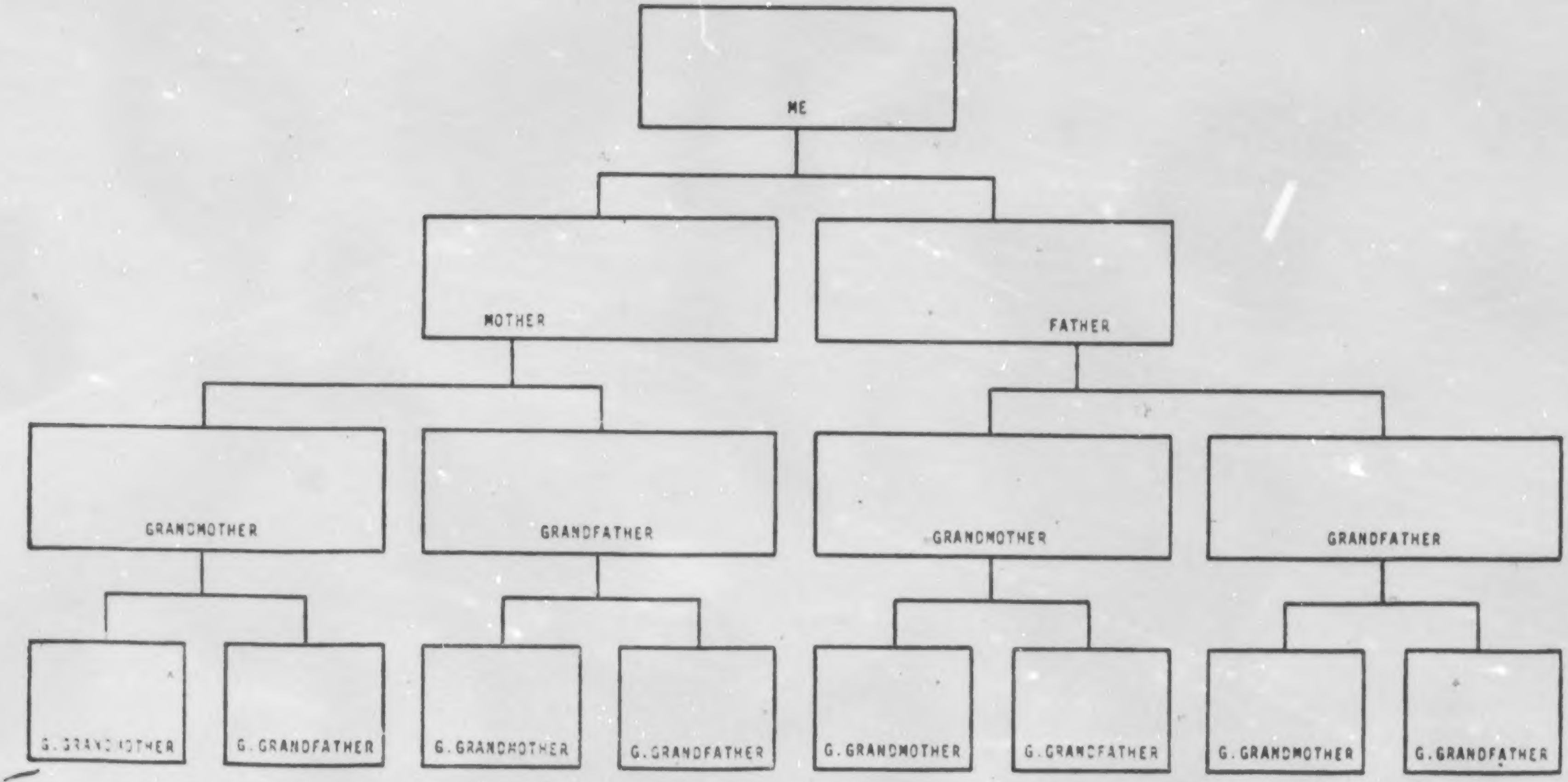
6. List the family members and describe the responsibilities of each.

7. Describe the way children and adults relate to each other.

   - How do parents treat children?
   - How do grandparents treat children?
   - How do children treat parents? grandparents?
   - How do parents and grandparents treat each other?

FAMILY TREE

Most Americans living in the United States, except for the Native American, are descendants of immigrants who came from many different nations. By tracing your family tree, you can determine its origin. Your parents or relatives can help you complete the chart below. In each box, write the name of the country or state in which the person was born. If for some reason, you are unable to complete the chart, you may wish to trace the family origins of a teacher, a neighbor, or some other friend.


ME
MOTHER
FATHER
GRANDMOTHER
GRANDFATHER
GRANDMOTHER
GRANDFATHER
G. GRANDMOTHER
G. GRANDFATHER
G. GRANDMOTHER
G. GRANDFATHER
G. GRANDMOTHER
G. GRANDFATHER
G. GRANDMOTHER
G. GRANDFATHER

Worksheet

on the

Family and Growing Up

Read the three case studies for this activity and answer each of the following questions:

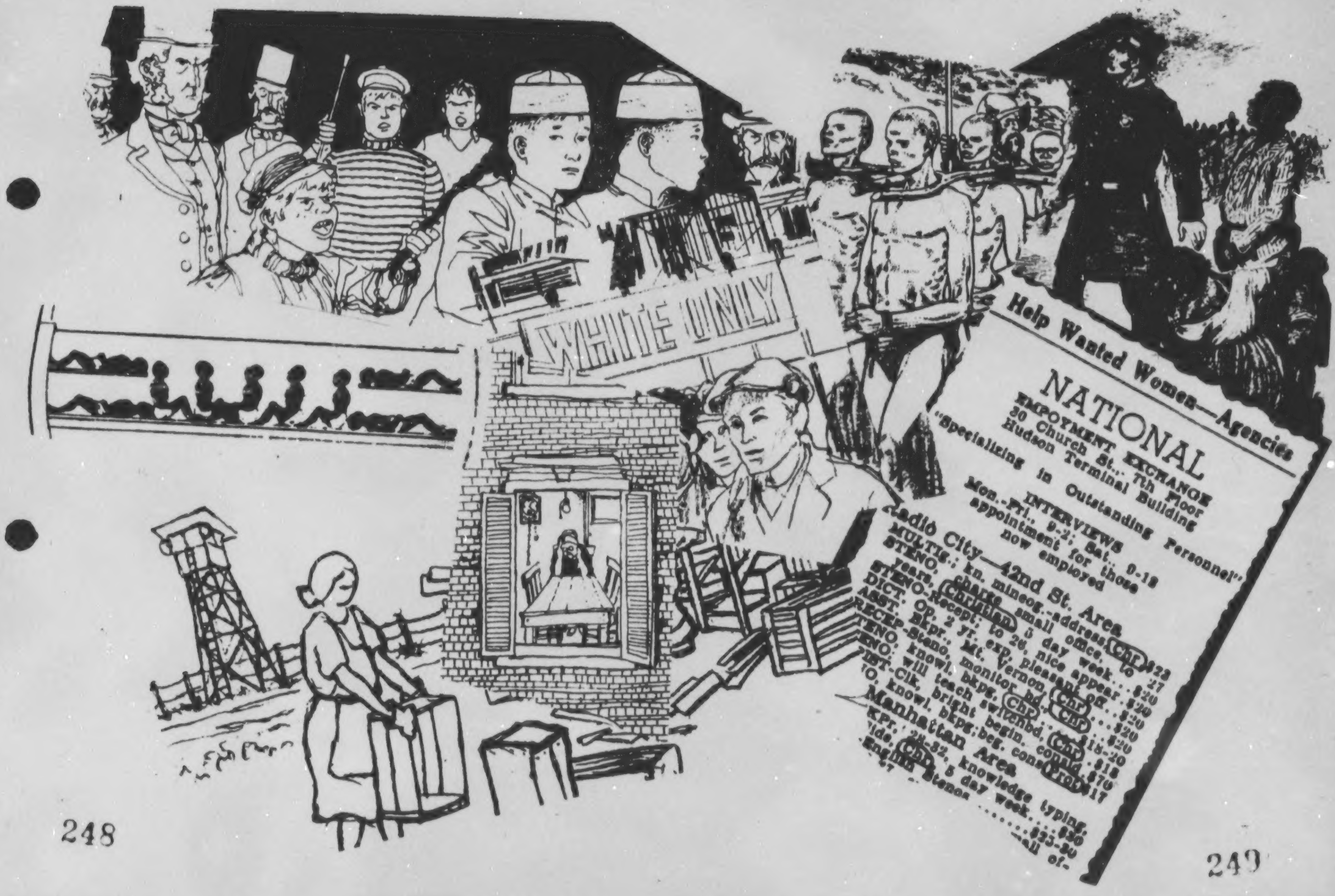
1. How did the family influence the children in each of these cases?

2. What values were stressed by the families in each of these cases?

3. Did the parents and children always agree? If not, why did they disagree?

4. What other people, groups, or organizations affected the children's attitudes and behavior as they grew up in these cases?

Prejudice and Discrimination



Help Wanted Women—Agencies

NATIONAL
EMPOYMENT EXCHANGE
30 Church St., 7th Floor
Hudson Terminal Building
"Specializing in Outstanding Personnel"

INTERVIEWS
Mon.-Fri., 9-2; Sat., 9-12
appointment for those
now employed

Radio City—42nd St. Area
MULTIG.; kn. mimeog.-address. (Chr) $23
STENO, charge small office, to 27
years, (Christian) 5 day week...$20
STENO-Recept; to 26, nice appear. $20
DICT. Op. 2 yr. exp. pleasant off...$20
ASST. Bkpr., Mt. Vernon (Chr)...$20
RECEP-Steno, monitor bd. (Chr)...$20
STENO. knowl. bkpg. (Chr)...$18-20
STENO. will teach switchbd, (Chr) $18
TYPIST-Clk, bright begin. consid. $20
STENO, knowl. bkpg; beg. cons (Prot) $17

Manhattan Area
BKPR., 28-32, knowledge typing,
ride, (Chr), 5 day week....$30
English Stenos $25-30
all of-

Activity 1: Are They Prejudiced?

Introduction: To help students recognize prejudice as a set of negative attitudes and beliefs about a given group, they are asked to distinguish statements which illustrate such attitudes and beliefs from those which do not. This is done with a short worksheet comprised of several brief excerpts from different sources.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss an author's/speaker's underlying attitudes; and
2. form tentative hypotheses about how prejudice may affect behavior.

Materials: "Are They Prejudiced" Worksheet

Estimated Teaching Time: This activity will require one class period.

Guidelines: Introduce this activity by going over the first paragraph of the worksheet. You may also wish to go through the first one or two items with the students. Then let them complete the remainder of the first 10 items individually. For your information some probable answers are provided here. When you discuss these items with students, focus most of your attention on the reasons why an item does or does not show prejudice.

1. Shows prejudice. The negative attitudes apply to all members of the group "foreigners."

2. Shows prejudice. Again negative attitudes encompass all members of the group, in this case Italians.

3. Does not show prejudice. A statement of fact, not an attitude. Does not apply to all people, and is not negative. They are not ignorant people; they are ignorant of European ways.

4. Does not show prejudice. Same reasons as item 3.

5. Does not show prejudice. Statement applies only to Johnny, not to all Puerto Ricans. Factual evidence is provided to support the conclusion.

6. Shows prejudice. Contrast this with the last statement. It reflects attitudes -- e.g., it will take miracles to help them. These apply to all members of the group, Puerto Ricans.

7. Does not show prejudice. Reflects some attitudes but not about the nature of the group, rather about what has happened to members of that group and what should be done about it.

8. Does not show prejudice. Statement is factual and does not apply to all members of the group.

9. Shows prejudice. Again, the statement reflects negative attitudes toward all members of a group, Chinese. Does not describe behavior, simply evaluates it.

10. Does not show prejudice. This is a factual statement and can be checked against data.

Two words of caution: First, whatever you do, don't let the students stereotype the speakers in these items. That is, don't let them think that all Swedish-American Businessmen are prejudiced against foreigners or that all Polish-American policemen distrust Italian-Americans.

Second, simply because a statement does not reflect prejudice does not mean that the speaker has no prejudice. For example, the statement in item 10 may have been prompted by deep-seated prejudices.

After the discussion of the first 10 items, have the students respond to the questions on the last page. If you wish, you may have the students simply discuss these questions without writing out their answers first.

The groups which should be mentioned for the first question are foreigners, Italians, Puerto Ricans, and Chinese.

In response to the second question students should point out that the statements are all negative, not supported by facts, and apply to all members of the particular group.

For question three there are several possible answers for each action.

Any of the speakers in items 1, 2, 6, and 9 might ask for segregated schools (although this is highly unlikely in the case of the speaker in item 6), propose a stop to immigration, or hire within his/her own group.

The most likely people to join a group to help immigrants or to date a person of another race seem to be the speakers in items 3, 4, and 7.

After the discussion of these questions, ask the students to develop some hypotheses to explain how prejudice may affect behavior.

Activity 2: The Know-Nothings

Introduction: In this activity students read about and discuss the Know-Nothing Party. They consider reasons why the Know-Nothings may have felt as they did and if the party was "justified" in its feelings. They also consider whether there are people with similar feelings today. Finally, the case of the Know-Nothings provides some data for checking the hypotheses of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which ideas may affect behavior;
2. recognize that prejudice is resistant to evidence which tends to contradict it; and
3. check hypotheses against new information.

Materials: Case Study: The Know-Nothings

Estimated Teaching Time: This activity will require one class period.

Guidelines: Begin this activity by explaining to students that often in the history of the United States people have tried to prevent other people from gaining their full rights as citizens. Different groups have been the targets of such groups. In the mid 1800's the immigrants, especially Catholic immigrants were the target of an anti-immigrant political party—the Know-Nothings.

Have the students read the brief description of the Know-Nothings. As they do this reading, they should consider the beliefs and actions of the Know-Nothings.

After they have completed the reading, discuss the following questions with the students:

- What were some of the major beliefs of the Know-Nothings?
- What actions did the Know-Nothings want to take against the immigrants?
- What things helped the Know-Nothings?
- What arguments can you give against the beliefs of the Know-Nothings?

Activity 3: The First Original Ethnic Comic Book

Introduction: This activity focuses on an "ethnic comic book" developed by two high school students. It contains three brief "stories" illustrating stereotyping, discrimination (exclusion from a private club), and over-compensation or tokenism. A brief worksheet helps students to recognize these themes. Each student then does a story of her/his own in a similar format.

Objectives: At the conclusion of this activity, the students will be better able to:

1. illustrate some effects of prejudice and discrimination;
2. evaluate sources of information; and
3. indicate that discrimination may lead to frustration and/or aggression on the part of the individual or group being discriminated against.

Materials: "The First Original Ethnic Comic Book"

Estimated Teaching Time: About one and one-half class periods will be needed for this activity.

Guidelines: Explain to the students that they are about to read a comic book that has a very serious message. Ask them how it is possible for something that is supposed to be funny or entertaining to be serious at the same time. Have them cite other examples from television, movies, etc.

Now have them read the comic book and complete the worksheet accompanying it. You should discuss the questions with the students after they have finished.

Then ask them who they think Kevin Harwood and Tracy McCarthy are. Give the students a chance to speculate before telling them that these people were high school students when they made this comic book. Have each student do a comic strip showing some kind of discrimination and the reaction to it. Post the best of these on the bulletin board.

Activity 4: Working for What?

Introduction: Three case studies of unfair treatment of "workers" are the basis of this activity. The cases illustrate conditions under slavery, on the railroad crews of the first transcontinental railroad, and in the textile and garment industry. A worksheet helps students recognize that in all three cases powerful groups dominated less powerful groups in order to control their labor.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss reasons for one group to want to dominate another;
2. list factors which may make it easier for one group to dominate another; and
3. evaluate and discuss the impact of such domination on the less powerful group.

Materials: Case Studies:

- Slavery
- Chinese Rail Workers
- Polish Garment Worker

Estimated Teaching Time: This activity will require two class periods.

Guidelines: Ask students what good it does to have power.

Let them suggest several reasons. Then ask if power is always used responsibly or humanely. Have them give some examples of inhumane uses of power.

Now have the students read the cases for this activity to consider some other examples of powerless people being dominated by powerful people. Each student should also complete the worksheet.

After the reading and worksheet have been completed by all the students, discuss the worksheet questions with them thoroughly. As a final question during the discussion, ask students how they would have reacted if they had been rail workers, garment workers, or slaves.

Activity 5: How Many Kinds of Discrimination?

Introduction: The students view a set of slides illustrating different kinds of discriminatory behaviors and classify each behavior shown on a continuum ranging from SLIGHT to GREAT. To do this they must establish some criteria for each category.

Objectives: At the conclusion of this activity, the students will be better able to:

1. classify discriminatory behaviors according to a set of established criteria;
2. compare and contrast different kinds of discrimination; and
3. identify and discuss ways in which different groups have been discriminated against.

Materials:
- Ten slides illustrating discriminatory behaviors
- Worksheet to accompany slides

Estimated Teaching Time: One to one-and-a-half class periods will be needed for this activity.

Guidelines: To introduce this activity explain to students that some kinds of discrimination are more immediately harmful than others but that even what appears to be slight discrimination can have far-reaching long-term effects. Ask them to cite examples of very extreme forms of discrimination. Then go over the first page of the worksheet with them. Discuss their definitions with them. You may have to suggest some criteria to get the students started. Some suggestions are offered here.

Physical abuse is probably more characteristic of Great Discrimination. This might include such things as beatings, lynchings, and ultimately genocide. Seeking to completely control another's life is also Great Discrimination. Slavery, of course, is the prime example of this.

Moderate Discrimination might be associated with direct denial of some rights. Segregation and restrictive hiring practices are probably the best examples of this kind of discrimination. Ask the students to speculate on the long-term effects of such discrimination.

Slight Discrimination is probably marked more by talk than by action. Name-calling and avoidance of contact (white flight to the suburbs!) are examples of this type of discrimination.

Note: If you are not comfortable with the categories slight, moderate, and great, feel free to change them.

Now, show the slides one at a time slowly enough to give the students an opportunity to respond to the items on the worksheet. After all the slides have been shown and the students have completed their worksheets, discuss each slide with them. Some comments on the slides are provided here for your information:

Slide 1: This slide shows anti-Asian sentiment in California prior to World War II. Since it demonstrates a willingness to engage in restrictive hiring practices, it should probably be classified as moderate discrimination.

Slide 2: Restrictions against hiring Jews (or other non-Christians) are illustrated in this slide. It should be marked moderate.

Slide 3: An illustration of the segregation of blacks, this slide should be classified as moderate.

Slide 4: A demonstration against blacks, this slide should be classified as slight.

Slide 5: Another example of segregation, classify it as moderate.

Slide 6: This slide could be classified either as slight or moderate. The discrimination against women has been less blatant (but not less effective) than that against some ethnic/minority groups.

Slide 7: An illustration of restrictive practices, this slide should be classified as moderate.

Slide 8: Selling a slave at auction should be classified as great.

Slide 9: You may have to explain the internment of the Japanese-Americans during World War II to the students before they are able to understand this slide. Activity 7 of this unit provides a brief overview of the internment. The internment itself is an example of great discrimination.

Slide 10: Lynching was a common form of discrimination against black people during the first part of this century. It should be classified as great.

The following questions may also be helpful in guiding the discussion:

- How many different groups were discriminated against in the slides?
- Do you think that most groups have experienced some kind of discrimination at one time or another? If so, why?
- Are there some groups which have experienced more and greater discrimination than other groups? Why?
- What might be some of the effects of such discrimination?

Activity 6: Discrimination at the Top

Introduction: As a contrast to the harsh and apparent discrimination illustrated in Activity 4, the students read about and discuss subtle forms of discrimination—at the top levels of corporate management and at exclusive social clubs. They consider whether the impact of such discrimination is similar to the impact of more apparent and harsh discrimination.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest that the frustration caused by subtle discrimination may be as great as that caused by harsh discrimination;
2. recognize ways in which different kinds of discrimination may be related to each other in a larger pattern of discrimination; and
3. analyze value issues which occur when two rights come into conflict.

Materials: - Top Company Executives
- Private Clubs

Estimated Teaching Time: One and one-half class periods will be needed for this activity.

Guidelines: Tell students that some people who would never think of exploiting people in the ways described in

Activity Four still often discriminate against certain groups. Most of the time this discrimination is very subtle.

Have the students read both cases and consider what effects such discrimination may have.

After they have completed the readings, discuss the following questions with the students:

- Do you think businesses have "unwritten" rules against having some kinds of people as top executives? If so, who makes those rules? (Look back at comic strip two in the Ethnic Comic Book.)
- How can these "unwritten" rules be changed? Should businesses be forced to hire top executives from different ethnic groups? Why or why not?
- Are the two forms of discrimination in these cases related? If so, in what way?
- Do you think private clubs have a right to be able to discriminate? Why or why not?
- Do you think laws should be made to prevent private clubs from discriminating? Why or why not?
- What do you think are some of the effects of these kinds of discrimination?

Activity 7: Locking Up the Japanese-Americans

Introduction: Focusing on the internment of the Japanese-Americans during World War II, this activity is a photo-essay accompanied by a brief narrative. The discussion treats both the factual and value issues of the case. As an application of the ideas and skills they have learned thus far in the unit, the students follow-up their consideration of this case by researching a case of discrimination against another group. The type of discrimination researched may fit any of the categories established in Activity 5.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast different kinds of discrimination;
2. recognize an example of scapegoating and discuss its implications;
3. locate, organize, and present information; and
4. explain that prejudice may lead to extreme forms of discrimination during times of great stress.

Materials: "The Japanese-American Internment"

Estimated Teaching Time: This activity will require two to three class periods.

Guidelines: To introduce this activity, it may be a good idea to provide some background information on the period leading to World War II. Then ask the students if they think that the United States government would ever put people in concentration camps. Let them speculate and record their speculations on the chalkboard.

Now have the students read "The Japanese-American Internment". After they have completed the reading, discuss the following questions with the students:

- Why do you think so many people wanted the Japanese moved to the internment camps?
- Do you think these people wanted to blame someone for the problems caused by the war? Why or why not?
- Why do you think German or Italian-Americans were not put in similar camps?
- In what ways did the Japanese-Americans react to their internment?
- In what way would you have reacted? Why?

Application: Following this discussion, have each student research in the school library a case of discrimination against an individual or group. This case should fit one of the categories established in Activity 5. The Multi-Ethnic Data Cards may provide a good starting point for students looking for a case to research. Magazines and newspaper articles will provide good sources of information for these cases. Each student should report her/his findings in a one-page description of the case. This description should include the following points:

- Who was discriminated against in this case?
- What was the discrimination?
- What were the effects of the discrimination?
- How did the person/group react to the discrimination?

Activity 8: The Effects of Discrimination

Introduction: In this visual activity the students view slides illustrating some possible effects of discrimination. Making inferences from the slides, they discuss these effects considering how they may be related to one another. They check their inferences and hypotheses against two short readings.

Objectives: At the conclusion of this activity, the students will be better able to:

1. hypothesize some possible effects of discrimination, such as frustration, juvenile delinquency, crime, poor physical/mental health, aggression, self-hatred; and
2. check their hypotheses against new data.

Materials:
- Slides illustrating effects of discrimination
- Worksheet to accompany slides
- Readings: "Puerto-Ricans in New York"
  "Mexican-Americans in the 'Magic Valley'"

Estimated Teaching Time: This activity will probably take two class periods.

Guidelines: Before showing the slides, go over Part I of the worksheet with the students in a general discussion. Among the factors that may be mentioned under problems are: poor quality of education, unemployment, low-paying jobs, poor working conditions, poor housing, unsanitary living conditions, juvenile delinquency, overcrowding, crime. Be sure that the students understand that many factors contribute to these problems. Discrimination is only one of those factors.

Under Reactions to Discrimination the students may mention such things as: frustration, despair, anger, aggression, violence, etc. It is difficult in many cases to distinguish between "reactions" and "problems", so some factors may show up on both lists. That is acceptable since the goal of the activity is to look at the effects of discrimination.

Now, show the slides, one at a time, so that the students have enough time to complete the worksheet. Suggested responses to the slides are listed below, but you should be prepared to accept other reasonable responses which the students may offer.

Slide 1: A street scene in New York. This slide might show poor living conditions. Note the condition of the building. Some students may also interpret this slide as showing juvenile delinquency or drop out, although these are somewhat shaky inferences.

Slide 2: This is a riot scene; it shows violence and/or destruction of property.

Slide 3: This slide shows crowded and dilapidated housing conditions.

Slide 4: The child on the street was killed by a sniper's bullet in a battle between police and snipers. The reaction or problem shown here is violence.

Slide 5: Another illustration of low-quality housing.

Slide 6: This is an unemployment line. It is probably difficult to recognize this. Students may come up with some wild guesses.

Slide 7: This slide might show apathy or "giving up."

Slide 8: Violence or agression is illustrated by this slide.

Slide 9: Unsanitary conditions are shown in this slide.

Slide 10: Low-paying jobs with poor working conditions are illustrated in this slide.

Slide 11: This slide shows poor quality housing and unsanitary conditions.

Note: Explain to students that discrimination contributes to the problems illustrated, but it is seldom the only cause of these problems.

After you have shown the slides once, go back through them and discuss each one with the students. As problems and reactions are mentioned, list them on the chalkboard. When all the slides have been discussed, ask the students to consider the list on the board. Ask them how these problems and reactions are related to each other. For example, here are some possible discussion questions:

- How might poor quality housing be related to low-paying jobs? (Students should point out that a low income is insufficient to purchase and maintain quality housing).

- How might dropping out or juvenile delinquency be related to unemployment?
  (Students should point out that lack of training makes it difficult to meet job requirements).

Additional questions will depend on the problems and reactions listed by students. At the end of the discussion, students should be able to illustrate how the problems and reactions are all closely inter-related.

Now to check their conclusions about the close relationship between these problems, have the students read "Puerto Ricans in New York" and "Mexican-Americans in the 'Magic Valley.'" Explain to them that both readings describe conditions among very poor people in each group. Not all Mexican-Americans or Puerto Ricans live as those described in these readings.

The following questions will help to guide the brief discussion following the readings:

- What problems do the Puerto Ricans and Mexican-Americans face? Are these similar to those we discussed earlier? If so, how?

- Which of the slides might show some conditions or problems among the Puerto Ricans or Mexican-Americans in the readings?

- Summarize the effects of discrimination on a group of people.

Activity 9: Riots

Introduction: Ethnic and racial history in this country has often been punctuated with violent group conflicts. In this activity the students work in small groups using evidence cards of several riots involving many different ethnic/racial groups. They consider the immediate and long-range causes and effects of such conflicts.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast different episodes of ethnic/racial violence;
2. suggest reasons behind such violence;
3. identify and discuss the relationship between scapegoating and such violence; and
4. identify and discuss frustration and aggression as significant effects of prejudice and discrimination.

Materials: Five Evidence Cards of Riots

Estimated Teaching Time: This activity will require one class period.

Guidelines: Explain to students that one effect of discrimination may be violence and that such violence has broken out many times during our country's history. This activity will consider briefly five cases of violence involving different ethnic groups.

Divide the class into small groups of about five students for this activity. Give each group a set of the five evidence cards. Now have each group consider the following questions:

- What were the immediate causes of these riots? What do you think were the underlying causes?
- How were the causes of each riot similar to and different from each other?
- What happened in each riot? In what ways were these riots similar to each other? In what ways were they different?
- Do you think the people in these cases were unfairly treated? Why or why not?

Have each group prepare a brief oral presentation of its responses to these questions. Then have the groups present these to the rest of the class.

Activity 10: The Government and Discrimination

Introduction: This activity presents three case studies of ways in which the government has helped to prevent or counteract discrimination. Students then engage in a brief discussion of the cases. As a follow-up application to what they have learned, the students research another court case or other government action against discrimination.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list actions which may be taken by government to limit, prevent, or counteract discrimination;
2. suggest other non-governmental ways of fighting discrimination; and
3. locate, organize, and present information about particular government actions against discriminations.

Materials: Three case studies of the government and discrimination.

"President Roosevelt and the San Francisco Schools"
"The Citizenship of Dr. Pandit"
"An End to Segregation of Mexican-American Students"

Estimated Teaching Time: Depending on how much time students are allowed for library research, this activity may take from two to four class periods.

Guidelines: Divide the class into three parts for this activity. Explain to the students that each group will be considering a case in which the government acted against discrimination. (You might wish to point out that the government did not necessarily initiate the action).

Now have each third of the class read one of the cases. While they are reading, the students should consider who initiated the action, what action was taken, and who were the important government officials involved.

After they have completed the reading, discuss these points with the students. They should be led to see that all three branches of government have acted against discrimination.

Application: Have each student research another governmental action against discrimination. The Multi-Ethnic Data Cards will be a helpful starting point for the students' research. They should report their findings in a one-page summary, focusing on the same three points.

- What action was taken?
- Who initiated the action?
- Who were the important government officials involved?

Activity 11: Self-Help Organizations

Introduction: In contrast to the foregoing activity's focus on government action, this activity presents information about three ethnic/racial organizations which seek to help their members to fight discrimination. The techniques employed by these groups are compared and contrasted with those techniques discussed in Activity 10. To follow-up this activity students may construct collages using newspaper or magazine headlines mentioning these or other similar groups and their techniques.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest a variety of techniques which may be used to limit, prevent, or counteract discrimination;
2. compare and contrast the efforts of self-help organizations and the government; and
3. discuss the importance of group pride in a group's efforts to fight discrimination.

Estimated Teaching Time: Two class periods will be needed for this activity.

Guidelines: Have the students consider ways in which people might react to discrimination. List some of these on the chalkboard. Then ask which of these are continuing and organized attempts to end discriminatory behavior.

Point out that many ethnic groups have organizations which attempt to combat discrimination against group members. You may choose to list some of these or have the students list them. Have each student read the short reading on the JACL and consider how it combats discrimination. After they have completed the reading, discuss the following questions with the students:

- Why was the JACL formed?
- How did it hope to change people's attitudes toward the Japanese-Americans?
- What things did the JACL do?
- Do you think the JACL was successful in meeting its goals? Why or why not?

Now, have each of the students read one of the other two case studies and compare the techniques used by this group with those used by the JACL. After they have completed this reading, draw a chart like the one below on the chalkboard and complete through class discussion.

Group	Goals	Techniques	How Militant		
JACL			Not Very	Some-what	Very
AIM			Not Very	Some-what	Very
NAACP			Not Very	Some-what	Very

Be sure they explain their reasons for their assessments of how militant each group is. Ask them which techniques seem to be most successful and why. Then ask which techniques they most agree with and which they disagree with. Again, be sure they explain their reasons for these opinions.

If you wish to follow-up this activity further, you may make a list of organizations similar to those considered here. Students may then look through old magazines or newspapers for articles about these organizations. They may cut out the headlines and pictures from these articles and construct collages. These collages will then illustrate the activities and techniques of a number of such organizations.

ARE THEY PREJUDICED?

The attitudes people have are reflected in how they act. They are also reflected in what they say. Prejudice is a set of attitudes about a group of people. Some of the items below reflect people's prejudices. Others do not. After each item indicate whether or not it shows prejudice. After you have finished all of the items, answer the questions at the end of this worksheet.

1. "These foreigners are all poor, ignorant, and uncouth. They practice old customs, and these differences prove their inferiority." (A Swedish-American Businessman).

_____ Shows Prejudice _____ Does Not Show Prejudice

2. "The most menacing group of immigrants are the Italians. They do not abide by our laws. If these criminals continue to come to our country, our government will surely be destroyed." (A Polish-American Policeman).

_____ Shows Prejudice _____ Does Not Show Prejudice

3. "Many people are ignorant of European ways. Because of this ignorance, they fear influence from Europe." (An Irish-American Politician).

_____ Shows Prejudice _____ Does Not Show Prejudice

4. "Because their parents are not able to speak English, many of the immigrants' children have special learning difficulties." (A German-American School Principal).

_____ Shows Prejudice _____ Does Not Show Prejudice

5. "Johnny is Puerto-Rican. He's really dumb. Last year he failed two classes." (A Puerto-Rican Student).

_____ Shows Prejudice _____ Does Not Show Prejudice

6. "Jose is just like the rest of them. None of those Puerto Ricans will ever make it. How are we supposed to help them? After all, we can't work miracles!" (A Black School Teacher).

_____ Shows Prejudice _____ Does Not Show Prejudice

7. "The Indians can use some help. They have been treated unfairly for too many years. It's no wonder that they are faced with so many problems." (A White Lawyer).

_____ Shows Prejudice _____ Does Not Show Prejudice

8. "Some of the black people I have met are very bitter. They are suspicious of white people who treat them with friendliness. I guess that's reasonable, but it sure makes me uncomfortable." (A White Businessman).

_____ Shows Prejudice _____ Does Not Show Prejudice

9. "The manners and habits of the Chinese are sickening to Americans. They are inferior in almost every way -- language, religion, and character. People who have worked with them have grown to dislike them even more." (A White Newspaperman).

_____ Shows Prejudice _____ Does Not Show Prejudice

10. "The crime rate among those people is very high. The chances of trouble in their neighborhood are better than in other neighborhoods." (A Japanese-American Real Estate Agent).

_____ Shows Prejudice _____ Does Not Show Prejudice

Questions:

1. List the different groups that were the objects of prejudice in the first 10 items.

2. In what ways are the statements against these different groups similar?

3. Listed below are 5 actions. Match each action with the speaker from the first part of this activity who you think would be most likely to take that action. Be prepared to explain why you matched the speakers with the actions as you did.

Speaker	Action
____________	Ask for segregated schools.
____________	Join a group to help immigrants and minorities.
____________	Propose a law to stop immigration.
____________	Hire only people of his/her own group.
____________	Date a person of another race.

Ethnic Comic Book Worksheet

1. In the first comic strip who is being discriminated against?

2. What kind of discrimination is taking place?

3. What kind of discrimination is shown in the second comic strip?

4. What effect does the discrimination have on the Indian person in comic strip one and on the Irish person in comic strip two?

5. What is the reaction to discrimination in comic strip three?

6. In what ways do you think these comic strips are realistic? Why?

"Working For What?" Worksheet

Read the three case studies for this activity. Then fill in the chart below and answer the four questions. Be prepared to discuss your answers with the rest of the class.

	People Dominated	Dominating Group	Reasons
Case 1			
Case 2			
Case 3			

1. What were some of the bad conditions experienced by the people in these cases?

2. What could these people do about these bad conditions? Why?

3. How do you think these people felt about the bad conditions?

4. Why did they continue to put up with these conditions?

Possible Answers For

"Working For What?" Worksheet

Read the three case studies for this activity. Then fill in the chart below and answer the four questions. Be prepared to discuss your answers with the rest of the class.

	People Dominated	Dominating Group	Reasons
Case 1	Black Slaves	Slave Owners	To control their labor
Case 2	Chinese Rail Workers	Railroad Company	"
Case 3	Polish-Jewish Garment Workers	Factory Owners	"

1. What were some of the bad conditions experienced by the people in these cases?

Long Hours
Punishments
Poor Sanitary Conditions
Low Pay or No Pay

2. What could these people do about these bad conditions? Why?

Almost nothing because of their lack of power. Sometimes slaves revolted and the garment workers eventually formed a union and went out on strike.

3. How do you think these people felt about the bad conditions?

They probably disliked them a great deal.

4. Why did they continue to put up with these conditions?

They had no other choice. The slaves were forced to stay. The other workers might have quit, but other jobs were difficult to find and conditions were equally bad.

Discrimination Worksheet

Directions: For this lesson you will look at ten slides showing different kinds of discrimination. You must decide which slides show slight discrimination, which show moderate discrimination, and which show great discrimination.

Before you look at the slides, decide what kinds of things might be slight discrimination, what kinds might be moderate, and what kinds might be great. Write your definition of each kind of discrimination in the space provided below:

Slight Discrimination: ______________________________

____

____

____

Moderate Discrimination: ____________________________

____

____

____

Great Discrimination: _______________________________

____

____

____

Now, try to apply these definitions as you look at the slides. Consider two things for each slide. First, what kind of discrimination is shown. Second, what group of people are being discriminated against.

Slide 1: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 2: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 3: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 4: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 5: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 6: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 7: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 8: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 9: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Slide 10: Slight Moderate Great

Group Being Discriminated Against ____________________

____

Worksheet on Effects of Discrimination

PART I:

Discrimination against a group of people may lead to many problems. This activity is designed to get you to think about some of these problems. You will be looking at a set of eleven slides. Each slide shows a problem that might be partly caused by discrimination. Or it may show a reaction to discrimination by an individual or group of people. Before you look at the slides, make a list of problems which may result from discrimination. We'll even help you get started . . .

Problems Partly Caused by Discrimination

- Unemployment
- Low-paying jobs
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

Now, list some ways that people may react to discrimination. (Really, many of these reactions could also be called "problems").

Reactions to Discrimination

- Violence
- ____________________
- ____________________
- ____________________
- ____________________

PART II:

Now, let's look at the slides. As you look at each slide consider what it shows. Does it show a problem which may partly result from discrimination? If so, what is the problem? Does it show a reaction to discrimination? If so, what is the reaction?

Slide 1: Problem or Reaction: ____________________

Slide 2: Problem or Reaction: ____________________

Slide 3: Problem or Reaction: ____________________

Slide 4: Problem or Reaction: ____________________

Slide 5: Problem or Reaction: ____________________

____

Slide 6: Problem or Reaction: ____________________

____

Slide 7: Problem or Reaction: ____________________

____

Slide 8: Problem or Reaction: ____________________

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Slide 9: Problem or Reaction: ____________________

____

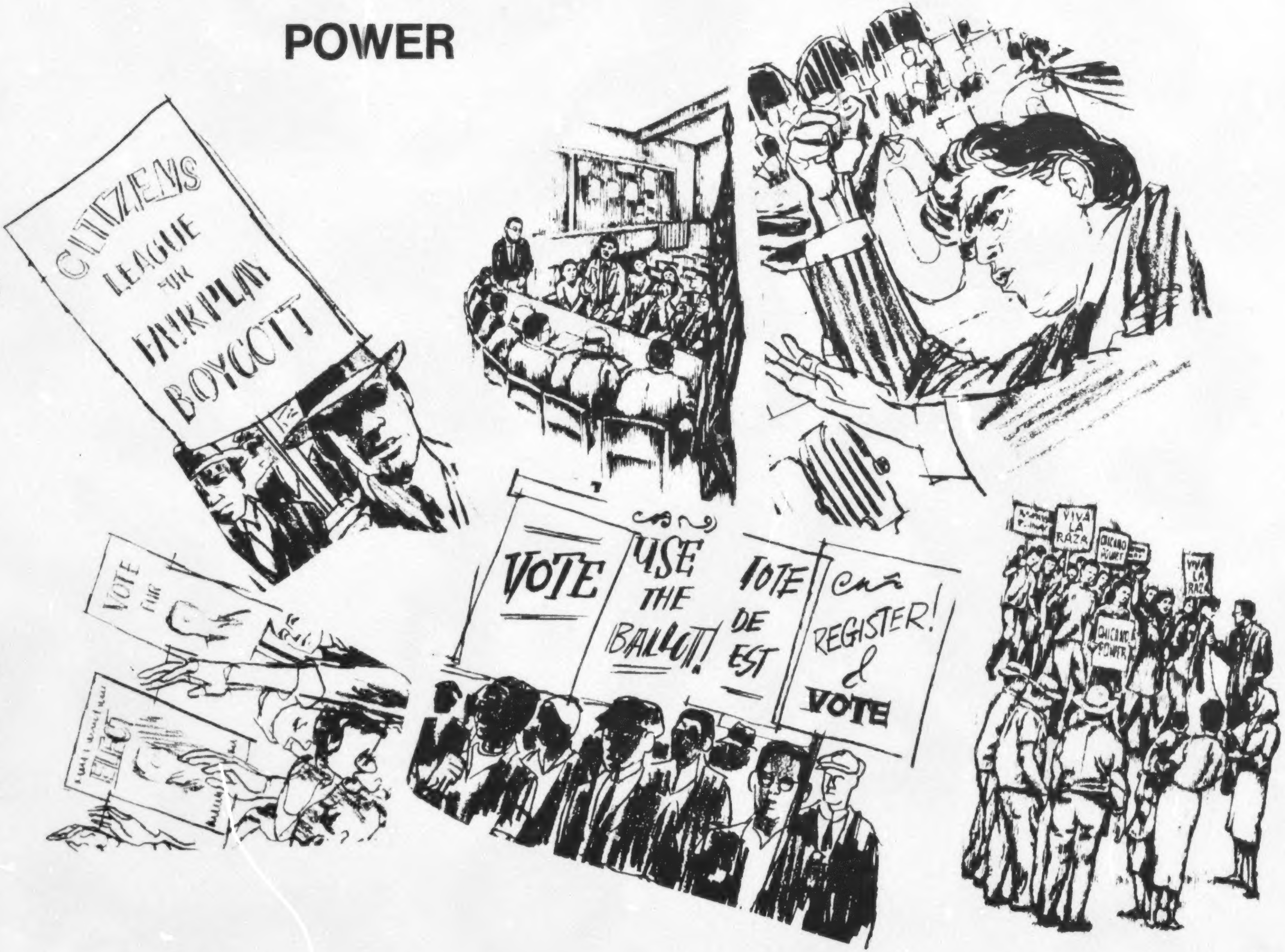
Slide 10: Problem or Reaction: ____________________

____

Slide 11: Problem or Reaction: ____________________

____

POWER


CITIZENS LEAGUE FOR FAIRPLAY BOYCOTT
VOTE FOR
ELECT
VOTE
USE THE BALLOT!
VOTE DE EST
REGISTER! & VOTE
VIVA LA RAZA
CHICANO POWER
VIVA LA RAZA
CHICANO POWER

Activity 1: Who's Got the Power?

Introduction: To introduce students to the concept of power, a series of slides, each picturing two people, are shown to the students. The students suggest which of the two in each case has more power. More importantly, the students suggest factors which contribute to the relative power of the different individuals. Among the factors considered are race, age, sex, education, income. The students also consider whether these factors *should* influence a person's power.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors influencing an individual's power;
2. recognize that there are different kinds of power and that some individuals seek one kind of power and not others; and
3. make inferences from visual data and support those inferences with observations and reason.

Materials: - Slides picturing pairs of individuals
- Worksheet, "Who's Got the Power and Why do They Have It?"

Estimated Teaching Time: This activity will require about one class period.

Guidelines: To begin this activity go over the first page of the worksheet with the students. Discuss with them the things that indicate which of the two vehicles has more power. Then have them list different kinds of power that people may have. Among the responses you might expect are: physical power, political power, social power, religious power, moral power.

Now, work through the first slide with the students. Person A probably has more power. (It really is more important to get the students to consider the factors that influence power than for them to choose the right person.) Among the factors which should be mentioned as influencing power in this first slide are age, sex, race, experience. At this point make clear to the students that some factors—i.e., age, sex, race—are observable in the slides; but they must infer some other factors—i.e., income, education, occupation. Be sure that they understand the difference between an observation and an inference.

Let the students do the rest of the slides on their own. Some suggested answers for the slides are provided here:

Slide 2: Person B probably has more power. Some factors influencing her power might be education, occupation income.

Slide 3: Either person could be marked for this slide. It is likely that most students will check person A. The factors which should be mentioned are age, social position, income.

Slide 4: Again, a case can be made for checking either person. Factors that should be mentioned are income, social position, occupation.

Slide 5: Another toss-up. Income, age, race, and occupation are some factors which are likely to be mentioned.

Slide 6: Person B will probably be checked by most students. Factors which should be mentioned are sex, race-ethnic group, occupation.

Slide 7: Person B will probably be checked by most students. Factors which should be mentioned are race, education, occupation, and income.

Slide 8: This may be difficult for most students; either person may be checked. Several factors might be mentioned, including age, ethnic background, occupation, income.

Slide 9: Person B is most likely to be checked for this slide. Among factors which may be mentioned are occupation and social position; sex, age and race may also be mentioned.

Slide 10: This is a toss-up. The only apparent distinguishing factor is race.

Slide 11: Another toss-up. Sex and age are the only apparent distinguishing factors.

Slide 12: This slide should be the most difficult. No clear-cut distinguishing factors are apparent.

After the students have completed the worksheet, discuss each slide with them. Focus most of the discussion on the distinguishing factors. You may wish to list these on the chalkboard. When all the factors from the slides have been mentioned, ask the students if there are other factors which influence a person's power.

Finally, you may choose to explore with the students the value question of should such factors as sex and race influence a person's power. Why or why not?

Activity 2: Power: What Is It?

Introduction: In this activity the students read and discuss a brief booklet clarifying the concept of power. That there are different kinds of power is an idea reinforced from the first activity of the unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors which tend to be associated with power;
2. evaluate the different kinds of power according to their own values; and
3. describe the different kinds of power that affect their own lives.

Materials: Booklet: Power: "What Is It?"

Estimated Teaching Time: This activity will require one class period.

Guidelines: Explain to students that this brief booklet will help them to clarify some ideas and terms important to this unit. They will keep the booklet throughout the remainder of the unit and should check back on it every now and then.

The booklet introduces some of the main ideas of the unit. Have each student work through the booklet individually. They should respond to the questions

since these responses will later be discussed by the entire class.

When you are discussing these questions, be sure that the students are clear on the meaning of the more important terms—power, group, and leader.

As a summary to this discussion have students formulate some hypotheses to explain what factors influence power. They should also develop some hypotheses to explain why people seek to increase different kinds of power. Help the students to refine and clearly state these hypotheses; write them on the chalkboard. Have the students write these hypotheses in the space provided in the booklet. In this way, they may check their hypotheses as they proceed through the unit.

Activity 3: Who's Got the Power in Your Community?

Introduction: This research activity involves students in identifying those individuals in their own community who are "powerful." They identify individuals in each power category established in the foregoing activity. The identification of these individuals is done by the construction of and administration of an opinion survey. They also consider the impact of these individuals on their own lives.

Objectives: At the conclusion of this activity, the students will be better able to:

1. construct and administer a survey to identify opinions regarding powerful individuals;
2. present the results of a survey; and
3. explain why individuals vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

Estimated Teaching Time: Two class periods separated by about two days will be required for this activity.

Guidelines: In the last activity the students considered different kinds of power. Explain that this activity will seek to determine what people have each of these kinds of power in your community.

One class period should be devoted to designing an attitude survey to help identify these individuals. You will have to guide the students carefully so that the survey is clear, can be completed quickly, and is easily tabulated. You may wish to use a newspaper poll as an example of such a survey for students to analyze.

After the survey instrument has been completed, the students should administer the survey to a sample of adults in your community. This will take time outside of class.

The next steps are to tabulate the survey results on a chart on a large sheet of white wrapping paper and to hold a summary discussion on that chart and the following questions:

- Do most people agree on who has power in our community?
- How many of these powerful individuals do you know of?
- How many of them affect your lives? In what ways?

Activity 4: Unions and Economic Power

Introduction: The students consider the effectiveness of labor unions in increasing individual's economic power. Union activities, described in two short readings, are compared and contrasted with local control of the commercial fishing industry by Minnesota Ojibwe Indians. A filmstrip explains that fishing has been a traditional occupation of the Ojibwe. The Red Lake band of the Ojibwe has formed the Red Lake Fisheries Association, which operates with a board of directors who are responsible to the members at large. Commercial fishing provides partial employment for about 200 families on Red Lake Reservation.

Objectives: At the conclusion of this activity, the students will be better able to:

1. indicate that when people have some common interest or common problem, they frequently band together to pursue their interests or to solve the problem;
2. compare and contrast different means of achieving economic power; and
3. recognize that the lack of power frequently encourages the creation of new organizations to secure power.

Materials: - Reading: Two Labor Unions
- Filmstrip: Minnesota Ojibwe Commercial Fishing

Estimated Teaching Time: About three class periods will be needed for this activity.

Guidelines: Begin this activity by asking the students to suggest ways in which people may increase their economic power. One of the methods students should mention is participation in labor unions. Tell the students that this activity will look at two cases of union activity— one in the New York garment industry and the other on one of Minnesota's iron ranges.

Have each student read both case studies and consider which shows more successful union activity. After they have completed the readings, discuss the following questions with the students:

- What group(s) of people was/were most active in the ILGWU?
- What group was most active in the miner's union?
- In which case were the workers more united?
- In which case were the strikes more successful? Why?
- Do you think that unions always are effective? Why or why not?
- Can you think of other ways in which people might increase their economic power?

Now, explain to students that the filmstrip shows one way in which a group of people has been able to increase its economic power. Have the students consider the impact of local control of fishing on the economic power of the Red Lake Ojibwe as they view the filmstrip. After they have seen the filmstrip, discuss the following questions with the students.

- When was the Red Lake Fisheries Association formed?
- Who is responsible for the operation of the Red Lake Fisheries Association?
- What method of fishing is used by the families who fish?
- What is the deciding factor concerning when and how often the people fish?
- What effect does the daily catch have on the fish market and the Indians' annual income?
- Why do you think commercial fishing is a success on the Red Lake Reservation?

Activity 5: Organizing for Power

Introduction: This activity helps students to see that groups help individuals increase power not only in terms of economic power but also in terms of a broader social power. It is based on a short description of Saul Alinsky's work and techniques and some statements he made about them.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss a variety of techniques used to increase power; and
2. assess the extent to which groups are justified in using "disruptive" techniques to meet their goals.

Materials: Reading on Saul Alinsky

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Introduce this activity by giving the students a little background on Saul Alinsky. His book, Rules for Radicals is a good source of information for the teacher. Tell the students that the short case they will be reading describes some ways of gaining power. As they do the reading, the students should consider what techniques were used by Alinsky.

Now, have the students complete the reading individually and answer the worksheet questions. These questions may then be discussed thoroughly with the students.

Activity 6: What Makes a Good Leader?

Introduction: Using a short worksheet and working in small groups, the students identify the characteristics they consider to be most important in a "good" leader.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that individuals may represent groups of people in decision-making;
2. identify and discuss different roles present in a group; and
3. establish criteria by which a leader's qualifications and performance may be evaluated.

Materials: Worksheet: What Makes a Good Leader?

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Have the students work in groups of about five for this activity. To introduce the activity, go over the first page of the activity with the class as a whole. Discuss each of the three questions on that page briefly. Then explain that each group must complete the worksheet. Have them limit the characteristics to five for each type of leader.

After the groups have completed the worksheet, have each present its ranking and reasons for at least one kind of leader. Have at least two groups present their rankings for each type of leader. The differences (if there are any) between the rankings should lead

to lively discussion.

Summarize the discussion by asking if there are any basic qualities that are essential to any kind of leader. Students should point out that time, conditions, organization, purpose, etc. all influence the characteristics needed for successful leadership.

Activity 7: Leaders

Introduction: This activity is comprised of two parts—

1) short case studies of different leaders and 2) a filmstrip describing some Indian leaders. Students consider how many of the attributes identified in the foregoing activity are possessed by the leaders treated in this activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast leaders in terms of a set of clearly defined criteria; and
2. identify and discuss the ways in which different individuals and groups have defined/perceived the role of leader.

Materials: - Case studies of leaders

- Filmstrip: Indian Leaders, Past and Present

Estimated Teaching Time: This activity will require between one and one-half and two class periods.

Guidelines: Review the characteristics of "good" leaders from the last activity. Then tell the students that this activity will give them information about several people who are leaders of different kinds.

Have each student read one of the case studies, as they read, they should consider which of the characteristics discussed are/were possessed by the leaders in the readings.

Discuss the cases briefly with the students, identifying each leader's characteristics.

Then show the filmstrip. This filmstrip treats a number of leaders very briefly; it does not provide much depth. Again, the students should consider the characteristics possessed by these leaders. After the filmstrip discuss the following questions:

- In what ways were all of these leaders similar?
- What were some differences between them?
- Do you think different ethnic groups look for different kinds of leaders? Why or why not?
- Which of these leaders appealed to more than one ethnic group? Why?
- Do you think one person can be effective in representing more than one ethnic group? Why or why not?

Activity 8: Making Changes

Introduction: In this slide activity the students consider different techniques -- e.g., demonstrations, political activity, education -- which may be used to bring about change by an individual or by a group. They consider what type of power may be most likely attained through each activity. Finally, they estimate the effectiveness of each activity in bringing about changes.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss different means used to bring about change; and
2. assess the extent to which each of these means may be successful.

Materials: - Slides illustrating techniques for gaining power.
- Worksheet to accompany slides.

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Introduce this activity by explaining to students that one reason for wanting power is to make changes. In this lesson they will look at slides showing activities used to gain power or to make changes. At this point have them suggest some activities which may be used to gain power. They will probably mention demonstrations, political activity, and possibly strikes. Give them only a few minutes to mention some of these activities.

Now, hand out the worksheet. Go over the directions with the students. Be sure they understand what they are expected to do.

Then show the slides one at a time, slowly enough to allow some thought on the students' part. Note: On the second question for each slide -- i.e., what kind of power? -- the students may check more than one item.

The answers to the first question for each slide are self evident. The answers for the second question are provided below:

Slide 1: Political and Economic Power
Slide 2: Political Power
Slide 3: Economic Power
Slide 4: Economic Power
Slide 5: All are possible
Slide 6: Political Power
Slide 7: All are possible
Slide 8: Economic Power is most likely
Slide 9: Social Power, others are also possible
Slide 10: Political Power

After the students have completed the worksheet, discuss their responses with them. Some additional discussion questions are provided here:

- Which activities would you take part in? Why?
- Which would you not take part in? Why?
- Which activities do you think are most effective in bringing about change? Why?

Activity 9 : Increasing Power

Introduction: The basis for this activity is provided by a set of case studies illustrating ways in which different kinds of power may be increased for different groups. The students work in small groups, each group considering a different case. The groups, then, exchange information, comparing and contrasting the different cases.

Objectives: At the conclusion of this activity, the students will be better able to:

1. organize and present information about techniques used to increase power;
2. work cooperatively in a small group; and
3. suggest reasons why some techniques may be more useful to one group than to others.

Materials: Case studies of activities to increase power:

"Hope in Houston"
"Indians in Charge Here"
"Reflections of a Spanish-Speaking Interpreter"

Estimated Teaching Time: This activity will require about one and one-half class periods.

Guidelines: Explain to the students that many groups and programs have been formed to help people make changes and gain power. Some of these employ techniques like those used by Saul Alinsky. This activity will provide a brief look at some such programs.

Divide the class into groups of about five students for this activity. Have each of the groups read one of the three case studies. As they read the cases, the students should consider the goals and techniques of the program about which they are reading.

After completing the reading, each group should prepare a short presentation explaining those goals and techniques to the rest of the class. Following these group presentations, discuss the following questions with the class:

- Which of these three program is most like the kind Saul Alinsky organized? Why?
  (HOPE, because it is broader in scope and a community-based organization, is most like those organized by Alinsky.)
- What is the importance of pride in oneself for HOPE?
  (It is important to have the people actively participate.)
- How do court interpreters increase the power of Spanish-speaking people?
  (They give these people better access to the legal system.)
- Do you agree with the goals and techniques of all of these programs? Why or why not?
  (Students' answers will vary.)

Activity 10: You and Power

Introduction: To summarize this unit and to apply it to their own lives, the students prepare short essays answering the following questions:

- What kind of power would you most like to increase?
- Why do you want to increase it; what use can you make of it?
- How can you increase it?

Objectives: At the conclusion of this activity, the students will be better able to:

1. present their ideas about why and how they can increase their own power; and
2. apply previously learned concepts and generalizations to their own experiences.

Estimated Teaching Time: One class period will be needed for this activity.

Guidelines: Tell the students that power is important to them and that you want them to think about the kind of power that they would most like to have. Have each student write a short (one or two page) essay focused on the following questions:

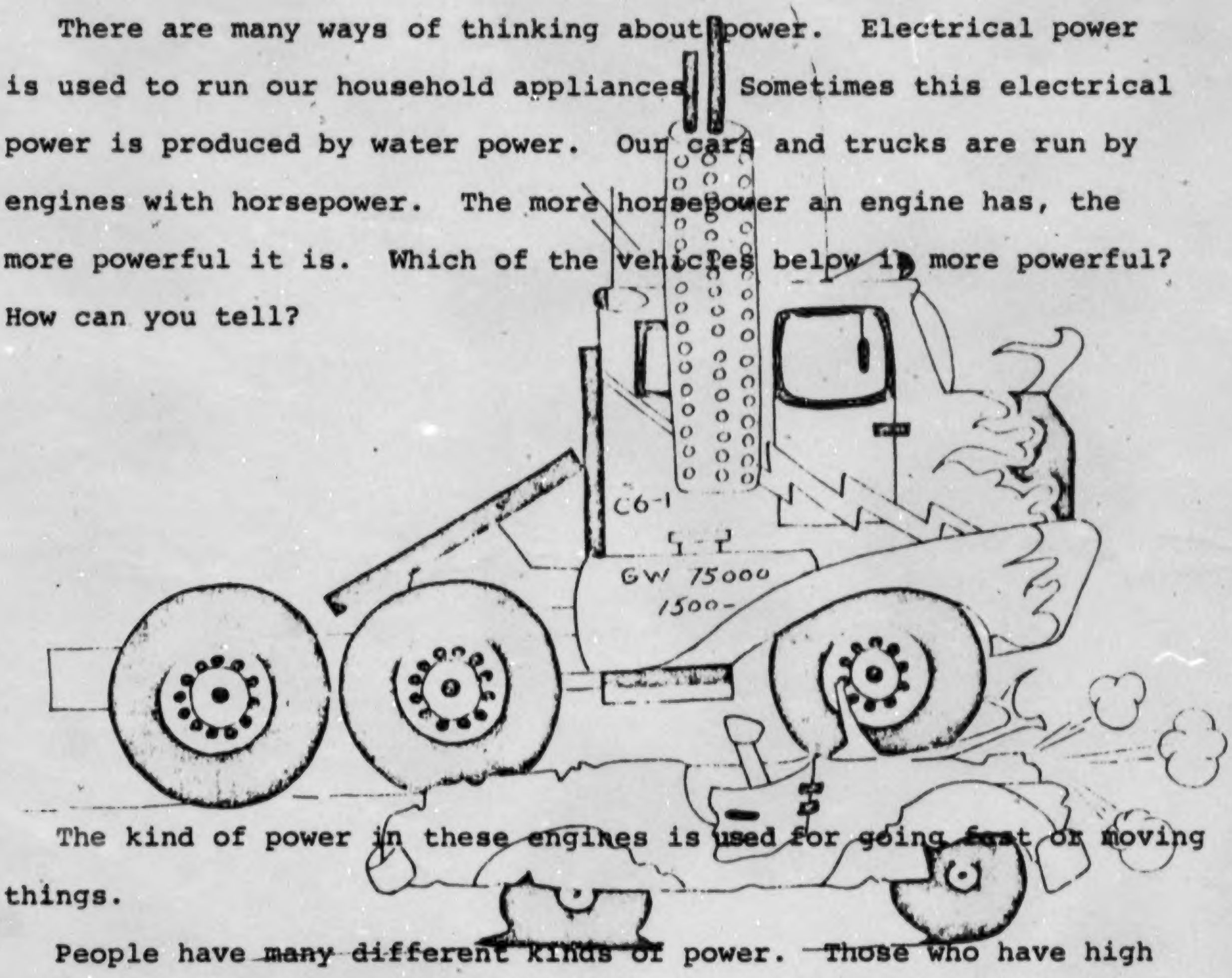
- What kind of power would you most like to increase?
- Why do you want to increase it; what use can you make of this power?
- What things can you do to increase this power?

WHO'S GOT THE POWER

and

WHY DO THEY HAVE IT?

There are many ways of thinking about power. Electrical power is used to run our household appliances. Sometimes this electrical power is produced by water power. Our cars and trucks are run by engines with horsepower. The more horsepower an engine has, the more powerful it is. Which of the vehicles below is more powerful? How can you tell?



The kind of power in these engines is used for going fast or moving things.

People have many different kinds of power. Those who have high incomes have more ECONOMIC POWER than those with low incomes. WHAT ARE SOME OTHER KINDS OF POWER?

Usually, when we speak of power, we mean the ability to make or influence decisions which affect people's lives. Many different things influence how powerful a person is. This activity is designed to help you to identify the factors which influence a person's power.

Let's look at slide #1. Two people are shown in this slide. Which of them do you think has more power?

Person A ____ Person B____

What things make that person more powerful than the other?

____

____

____

Now, let's do the same thing with the rest of the slides. Put an X next to the letter of the person or persons with more power in each slide. Then list the factors which influence the power of the people shown in each slide.

Slide 2:

A ____ B ____

Power-Influencing Factors: ___________________________

____

____

____

____

Slide 3:

A _____ B _____

Power-Influencing Factors: ______________________________

____

____

____

____

Slide 4:

A _____ B _____

Power-Influencing Factors: ______________________________

____

____

____

____

Slide 5:

A _____ B _____

Power-Influencing Factors: ______________________________

____

____

____

____

Slide 6:

A ____ B ____

Power-Influencing Factors: ____________________

Slide 7:

A ____ B ____

Power-Influencing Factors: ____________________

Slide 8:

A ____ B ____

Power-Influencing Factors: ____________________

Slide 9:

A ____ B ____

Power-Influencing Factors: ____________________

____

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____

____

Slide 10:

A ____ B ____

Power-Influencing Factors: ____________________

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____

Slide 11:

A ____ B ____

Power-Influencing Factors: ____________________

____

____

____

____

Slide 12:

A ______ B ______

Power-Influencing Factors: ____________________________________

____

____

____

Saul Alinsky Worksheet

1. What were some of the techniques that Saul Alinsky used to help groups to increase their power?

2. How did he say that people could get power?

3. Explain how large community organizations work.

4. Do you think that Alinsky's methods and techniques are acceptable ways of getting power and making changes? Why or why not?

5. Would you ever consider using any of these techniques? Why or why not?

WHAT MAKES A GOOD LEADER?

Almost every group you belong to has a leader. In some groups you have no choice of leader. In other groups you must help choose a leader. In most families the father or mother is the leader. DID THE GROUP MEMBERS (CHILDREN) HELP CHOOSE THE LEADER? In our government the people are expected to choose their leaders. They also choose leaders for social groups, religious groups, and businesses.

WHY IS IT IMPORTANT TO HAVE LEADERS?

Depending on the different groups they represent, different kinds of leaders have different kinds of power. WHAT KIND OF POWER DOES EACH OF THESE PEOPLE HAVE?

_____ A Priest
_____ A Teacher
_____ A Company President
_____ A Captain of an Athletic Team
_____ A Congressman
_____ A Banker
_____ A Doctor

Since leaders are important, it is important to know what to look for in a leader. On page 4 are printed 25 characteristics that a leader might have. Below are listed four kinds of leaders that you might take part in choosing. For each kind of leader identify and rank in order of importance the characteristics she/he should have. Then explain why you chose these characteristics.

Social Leader Characteristics:

Most Important ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________

Reasons: ____

____

____

Economic Leader Characteristics:

Most Important ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________

_____ ______________________________

Reasons: ____

____

____

Moral/Religious Leader Characteristics

Most Important ____________________

____ ____________________

____ ____________________

____ ____________________

____ ____________________

Reasons: ______________________________

____

____

Political Leader Characteristics

Most Important ____________________

____ ____________________

____ ____________________

____ ____________________

____ ____________________

Reasons: ______________________________

____

____

Characteristics a "good" leader might have.

(If you don't know what some of these words mean, ask your teacher or look them up in the dictionary.)

1. Experience
2. Intelligence
3. Honesty
4. Good Health
5. Wealth
6. Speaking Ability
7. Influence
8. Stubborness
9. Seriousness
10. Listening Ability
11. Courage
12. A Good Education
13. Knowledge
14. Good Looks
15. Ability to Work Hard
16. Sense of Humor
17. Friendliness
18. Self-Control
19. Aggressiveness
20. Thoughtfulness
21. Strong Principles
22. Humility
23. Concern for Fellow Human Beings
24. Contacts with Important People
25. Patience

Making Changes Worksheet

Directions: In this activity you will look at ten slides. Each slide shows an activity that may be used to bring about some change or to increase some kind of power. As you look at each slide, decide two things. First, decide what activity is shown. Second, decide what kind of power may be increased by that activity. (Circle the letters of the correct answers for each slide).

Slide 1: This slide shows:

a. People Voting
b. A Demonstration
c. A Speech

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 2: This slide shows:

a. People Voting
b. A Demonstration
c. A Speech

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 3: This slide shows:

a. A Special Organization
b. A Speech
c. A Demonstration

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 4: This slide shows:

a. A Special Organization
b. Education
c. A Demonstration

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 5: This slide shows:

a. A Special Organization
b. Education
c. A Demonstration

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 6: This slide shows:

a. A Demonstration
b. An Advertising Campaign
c. A Speech

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 7: This slide shows:

a. A Speech
b. Education
c. Research

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 8: This slide shows:

a. Education
b. A Demonstration
c. Research

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 9: This slide shows:

a. Education
b. A Demonstration
c. A Speech

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

Slide 10: This slide shows:

a. Education
b. Voter Registration Drive
c. A Speech

This activity may help to increase:

a. Economic Power
b. Political Power
c. Social Power
d. Moral/Religious Power

MATERIALS INVENTORY

Unit: Ethnicity

Activity	Materials
1	8 Slides Worksheet
2	Ethnic Crafts Planbook
3	Ethnicity Booklet 6 Evidence Cards
3a	Filmstrip Worksheet
4	Filmstrip
5	6 Evidence Cards
6	5 Case Studies
7	Posters Worksheet
7a	Filmstrip Worksheet
8	3 Case Studies
8a	Filmstrip Worksheet
9	4 Case Studies
10	- Teacher Materials Only
11	10 Name Cards Size of Ethnic Groups
12	- Teacher Materials Only

Unit: Migration

1	1 Reading
2	Migration Booklet
3	4 Sets of Evidence Cards Response Sheet

T9

Unit: Migration, Cont.

Activity	Materials
4	5 Case Studies Evidence Cards
5	Reading Worksheet
6	Slave Trade Simulation 3 Readings
7	- Teacher Materials Only
8	Evidence Cards Worksheet
9	- Teacher Materials Only
10	Test & Answer Sheet
11	Photo History 2 Readings
12	10 Slides Worksheet
13	3 Case Studies Worksheet Filmstrip
14	14 Evidence Cards
15	Reading

Unit: Acculturation

1	27 Evidence Cards
2	Booklet
3	Exercise
4	13 Evidence Cards Worksheet
5	15 Slides Worksheet
6	Reading Worksheet